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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

1909



City of Cambridge

Massachusetts



WILLIAM CLINTON BATES

City of Cambridge
Massachusetts

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

AND THE

SUPERINTENDENT OF SCHOOLS

1909



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SCHOOL COMMITTEE

1909-1910

PROFESSOR JOSEPH H. BEALE, LL. D., *President*

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MRS. FLORENCE LEE WHITMAN, 23 Everett Street

SANFORD B. HUBBARD, *Secretary and Agent*

Regular meetings of the School Committee are held on alternate Fridays, at eight o'clock P. M.

SUPERINTENDENT OF SCHOOLS

OFFICE, CITY HALL

†WILLIAM CLINTON BATES

‡FRANK EDSON PARLIN 3 Forest Park

OFFICE HOURS

Office open: From 8 o'clock A. M. to 5 o'clock P. M., every week day except Saturday; Saturday, from 8 o'clock A. M. to 12 o'clock M.

Superintendent's hours: Regularly from 4 to 5 o'clock P. M., every school day except Wednesday. Usually from 8.30 to 9.30 o'clock A. M.

*Elected at large.

° Resigned, October 22, 1909.

† Died, June 29, 1909.

‡ From September 1, 1909.

REPORT OF THE SCHOOL COMMITTEE

To the Citizens of Cambridge:

By a change in the City Charter which came into effect on April 5, 1909, the number of the School Committee was reduced from fifteen members to five. The new Board in assuming its duties found itself in a difficult position. Of the five members of the Board only one had been previously a member of the Committee. The Superintendent of Schools had just been seized with an illness which eventually proved fatal. The members of the new Board were therefore forced to meet the difficult scientific problems of modern elementary education without experience and without expert guidance. They are obliged to state these facts in order to account for errors of judgment and mistakes of method which have doubtless appeared in their action, and to afford hope of more efficient service in the future. Their difficulties were greatly lessened by the excellent work of their predecessors. The old Committee left the school buildings in good repair generally, and a large stock of supplies, in many cases sufficient to carry on the schools during most of the year, thus removing the fear of financial difficulty. The schools themselves were well organized, so that they continued in efficient operation, though without expert supervision, during the remainder of the school year. The intelligent service of the officers of the old Committee had made matters easy for the new Committee; and the office staff proved everything that was kind and devoted.

On October 22, Mr. Downey, one of the members elected at large, resigned to accept the appointment as Superintendent of Buildings, and after that time the Committee consisted of four members only.

The Committee met fifty-one times during the year, besides several meetings in committee of the whole. The meetings are entirely informal, and it has not usually been found best to press a question to a vote until, after the fullest discussion, the members have come to be of one mind. As a result, the Committee has been harmonious and enthusiastic. It was apparent from the first that the small committee could not, like the old committee, do its work in sub-committees, nor divide among the members the oversight of the various schools. The members of the committee have therefore abandoned any effort them-

selves to supervise the teaching in the schools, and have placed upon the Superintendent of Schools the entire responsibility for administration and teaching.

THE SUPERINTENDENT OF SCHOOLS

On account of the illness of Mr. William C. Bates, the Superintendent of Schools, the President of the Board was, at the meeting of April 5, authorized to act as superintendent during Mr. Bates's absence. He did, in fact, act as superintendent until September first, when Mr. Bates's successor assumed the office. Mr. Bates's illness, which had not at first been regarded as dangerous, became more serious from day to day, and he finally died in Hingham on the 29th of June, 1909, at the age of fifty-four years and eleven months.

Mr. Bates had been superintendent of schools in Cambridge since 1905. He was born in Hingham, May 29, 1854, graduated from Derby Academy, Hingham, in 1871, thence went to Phillips Exeter Academy and from that school went to Harvard College, from which he graduated with the degree of A. B. in 1877. After graduation he taught in grammar schools and in the high school in Hingham, was made superintendent of schools of Hingham in 1881, of Lawrence in 1891, and finally became superintendent of schools in Fall River, where he carried on the work successfully for eleven years, until he was called to Cambridge. In each successive year of his service in each of these places he was unanimously re-elected superintendent of schools by the School Committee.

Mr. Bates's career as superintendent of schools for Cambridge was short, but it was long enough for him to have become the friend as well as the leader and adviser of all those who had to do with the public schools, whether teachers or officers. As the former President of the School Board said of him, "His tact, good judgment and insight, together with his honesty and cheerfulness were unfailing. He was always on the watch for the bright side and his hopefulness and helpfulness were perpetually in evidence. By means of these qualities he introduced and carried through many improvements in the courses of study and the methods of teaching, particularly benefiting the pupils who were in need of special training and encouragement. His faith that everyone has good points which must be brought forward, while the weak spots are neither overlooked nor made conspicuous, was one of the secrets of his success. . . . He was a most

lovable man, and made firm friends wherever he went: his aim through life is best expressed by his favorite motto, 'Hearten.' " In Fall River, where his longest period of service was given, he was greatly loved. His friends there at the time of his death spoke of his fine sentiment and his broad sympathy. He could say a tender and comforting word, they said, with great skill. He could touch the heart strings deeply. His influence on the great body of school children intrusted to his oversight was marked, and for good. He had an open heart for them all, and he was delighted with the greetings of the children, whether in their school buildings or in the street. He was a friend whose heart was felt in his hand shake and in the shining of his eyes. Mr. Bates had great skill in public speaking, and was a speaker whose services were much in request and whose advice was widely sought and followed.

After his death, the School Committee adopted the following resolutions:

"Whereas, An untimely death has removed from his sphere of devoted service to education William Clinton Bates, Superintendent of Schools of Cambridge; and

Whereas, The School Committee desires to record its appreciation of his faithful and intelligent work for the schools of our city;

Resolved, That in the death of William Clinton Bates the schools have lost a valued head, the teachers a helpful and sympathetic guide and friend, and the city a useful and esteemed citizen.

Educated in the schools of Massachusetts and at Harvard University, Mr. Bates returned tenfold his obligation to the schools of the Commonwealth by his long and successful career as superintendent of schools of Hingham, Lawrence, and Fall River, and by his shorter, but no less successful term of service in Cambridge.

We mourn his death and the loss it involves to public education in our city.

Resolved, That these resolutions be spread upon the records of the School Committee and that a copy be sent to his family."

As a consequence of Mr. Bates's death it became necessary for the School Board to secure a successor as promptly as possible in order that the work of the next year might be begun under the direction of the new superintendent. The best advice available to the Committee was sought, and the qualifications of a considerable number of men were carefully investigated by the Board. The most promising of the candidates were invited to appear personally before the Board and talk over the problems which would meet the new superintendent. After a most careful investigation of this sort, the Board unanimously

selected, as Mr. Bates's successor, Mr. Frank E. Parlin, at that time Superintendent of Schools in Quincy.

During the three months of the school year, while the President of the Board was acting superintendent of schools, too much cannot be said in praise of the devotion of the teachers and the officials of the Board. Though the work was carried on without expert oversight, there was no lessening of care or skill in teaching or in the administration of the schools; and these closed for the year with a high record of faithfulness and devotion on the part of the teachers. The acting superintendent attempted during this time, so far as possible, to become acquainted with the teachers and with the organization and methods of the schools; and he and the whole committee derived much assistance and information from the advice and fruitful suggestions of the teachers. Having thus become familiar with the condition of the schools, the Committee was prepared to consider intelligently and to accept cordially the suggested changes brought to their attention by the new superintendent.

MASTER EMERITUS

At the beginning of the year 1910, the Committee received the resignations of two masters, each over eighty years old, and with a record of long and distinguished service in the schools. Their services are described in the report of the Superintendent. To mark this unprecedented event, and to do honor to these deserving men, the Committee adopted the following rule:

"Any head master of a high school or master of a grammar school who has reached the age of sixty-five years and has served as such master for at least twenty years or as teacher in the Cambridge schools for at least twenty-five years, may, upon his own request and at the discretion of the Committee, be retired from active service by an election as master emeritus, either without stipend or with such stipend (not exceeding five hundred dollars a year) as the Committee may from year to year determine.

It shall be the duty of the master emeritus to give such information, advice, and assistance with regard to the organization and management of the school in which he last served, as the Superintendent may request."

The Committee also adopted the following resolutions:

"The retirement of William F. Bradbury and Ruel H. Fletcher

from active connection with the schools of Cambridge completes for each a faithful and fruitful service of more than fifty years. As masters in two of our schools, they have had a large share in molding the characters and shaping the lives of two generations; and have well earned the ease and dignity due as a reward of well-spent lives.

The School Committee, desiring to note these remarkable careers and in some especial manner to approve and honor such lives and service, has created the office of 'Master Emeritus' and appointed William F. Bradbury and Ruel H. Fletcher as the first incumbents of this position."

It cannot but be regarded as a great honor hereafter to be placed on a roll headed by these two remarkable men.

TRADE SCHOOLS

The subject of industrial education is discussed by the Superintendent in his report. During the present year a trade school for girls was established in Boston, and a number of Cambridge girls entered the school. Under the State law the city of Cambridge is obliged to pay their tuition, and under a ruling of the city solicitor the school funds must be used for the purpose. It may be a question to be determined in the near future whether the city would not do well to provide for those pupils in its own schools where it could control their attendance and conduct, and oversee their progress.

TIME OF BEGINNING SCHOOLS IN THE FALL

The time of beginning schools in the fall had been fixed by the old Committee as September 8, which was about the time of beginning for most of the public schools in the metropolitan district. Vigorous objection to this date was made by some parents, who wished a later date fixed. It appeared, however, that since the length of sessions is fixed by law, a later opening in September meant a later date for closing the next June; and the weather at the end of June is quite as unbearable as in September, and comes at a time when all are wearied by the year's work. It appeared that only a few hundred children would be inconvenienced by opening at the time fixed, while many thousand children needed the regular employment and discipline of the schools. The Committee felt it undesirable to keep all the children at work in the heat of the end of June in order to accommodate a few who desired

a prolongation of the vacation in September, and therefore declined to alter the time fixed for opening.

PURCHASE OF TEXT-BOOKS AND SUPPLIES

The new Committee on assuming office found on hand a stock of supplies for the schools, and it was not necessary to make many purchases except of text-books during the first half year. Purchases have in the past been made with judgment and at a very reasonable cost. But wherever purchases are made in the open market, there will be those who doubt the wisdom, at least, if not the honesty, of the bargains made; and it appeared to the Committee desirable to have all large purchases of materials and all considerable contracts for repairs made upon formal written specifications and contracts, after competitive bidding. They therefore passed the following rule:

“When, in the administration of the department, supplies, materials, or labor are required, the estimated cost of which will exceed three hundred dollars, the officer of the Board, under whose direction the expenditure is to be made, shall prepare specifications therefor and submit them to the Board.

On approval of the Board, copies of such specifications shall be submitted to not less than three persons or firms who are prepared to furnish such supplies, materials or labor with a request for bids. All bids shall be in writing with copies of the specifications attached and shall be submitted sealed to the Board for consideration; and no such bid shall be accepted or liability incurred without the approval of the Board.

All bills for ordinary repairs, materials, or supplies shall be itemized so as to show the amount charged for labor and for each item of materials or supplies.”

Though this rule was not actually adopted until late in the year, several important contracts were made substantially in accordance with its terms before it was formally passed; and the Committee has reason to believe that there was some actual saving of money by use of the method, and also that it resulted in preventing any suspicion of favoritism or unwisdom on the part of the contracting officers. This is by no means a new method in the business of the Committee, as purchases have been made in a similar way from time to time for several years; but they have been so made in the past without being required by rule of the Committee.

NEW SCHOOLHOUSES

Upon assuming office the new Board found a pressing need for new school buildings in East Cambridge and in that part of Cambridgeport between Massachusetts Avenue and the river. A new school in East Cambridge had been regarded as necessary for several years, and the School Committee had repeatedly so stated to the City Council. The difficulty was not so much an overcrowding of the schools as the unsafe and unsanitary condition of the old Thorndike School building, which was quite unfit for modern school uses. The Committee recommended either an enlargement of the Putnam School to make it possible to do away altogether with the Thorndike School, or else the erection of a large new building in the Thorndike district. The City Council accepted the latter alternative and made an appropriation, which, however, was not large enough to build a building of twenty-one rooms as asked for by the Committee, but only large enough to build a new building of substantially the size of the Thorndike School. Two primary schools in the Thorndike district are unfit for use, and it is the desire of the School Committee to include in the new building accommodations for the children of these primary schools as well as for those of the Thorndike grammar school. The need of such new accommodations was emphasized by a fire in the Lassell School. To remodel and rebuild that building, as should be done if it is to remain in use as a schoolhouse, will cost more money than the old building is worth, and the city will unquestionably save money by making the new Thorndike School large enough to accommodate the primary pupils now in the Lassell School. Under the new law the School Committee has the power of approval of both the location and the plans of the new school buildings. The Board was accordingly asked by His Honor the Mayor, to indicate where it desired to have the new Thorndike School located. It is the desire of the parents of the present pupils to build a new building on the site of the present school. This is a convenient location, but to re-build on that site would mean that the present building must be demolished; and while it is no longer suitable for a grammar school it is nevertheless a substantial brick building which would be worth many thousand dollars for other school uses. It would also be necessary to buy adjoining land; and upon investigation the Committee found that the cost of the land necessary for the purpose would be so large as to be almost prohibitive. It was therefore decided that the location of the school must be changed. Two locations were examined with great care by the

Board. One of them would give a well-situated lot of about thirty thousand feet, with a southerly exposure, on high land, at a cost of approximately one dollar per foot. The second lot is low, and would require the schoolhouse to be built on an artificial foundation, and the lot to be filled in. It is a little way from the center of the district, though the district itself is so small that this seems not important. It contains forty-five thousand feet and is easy of access and would cost only about thirty cents a foot. Expert advice was received to the effect that a school building could, without detriment of any sort, be built upon the lot. A majority of the School Committee advised the purchase of this lot rather than the other, being chiefly influenced by the fact that it would afford an ample playground for a large school building, and that it could probably be filled without expense to the city in connection with the work on the subway.

The other schoolhouse needed was in the present Webster School district. The difficulty in that district was one of over-crowding of the schools, as well as of unfitness of the school building. It was necessary to add several rooms to the present grammar school equipment in the district in order to accommodate the children now actually there. The present Webster School building is one of the oldest in the city, though it has been remodeled and enlarged. The original building has small and low-studded rooms, not well adapted to a modern school; and it is heated by furnaces, some of them directly under the wooden staircases, and all of them too near the ceiling and not sufficiently protected against the danger of setting fire to the building. The Committee decided that it was desirable eventually to replace the old building by a large new modern structure, and that the present needs could best be met by building one wing of such a structure at once, which could later be completed, but could for the present be used in connection with the old building. To that end it recommended the purchase of a small portion of land adjoining the present lot, and the building of a twelve-room wing of modern construction, which could be used as part of the Webster School. Several citizens of Cambridge urged objections to this plan. These objections were not presented to the Committee, but were brought to its notice through the Cambridge newspapers. The chief objections seem to be two: first, that it was not necessary at present to raise money for any school buildings; second, that if any buildings were now to be built, it would be better to build a separate new grammar school at a distance of about half a mile from the Webster School building in order to accommodate a population which it was expected would in future grow up in that part

of the city. The School Committee felt itself unable to adopt either of these suggestions. It felt that there was an immediate necessity for a new building, both to take care of the pupils now actually in the district and also to avoid the very great danger of fire from the condition of the present building. They did not feel that it would be wise to build a separate school rather than to enlarge the present Webster School. The best practice to-day is to have grammar schools of from twenty-four rooms to thirty rooms. Such schools can be more economically administered than smaller schools because of the less proportionate supervision required, and particularly because it makes possible a more careful gradation of the pupils so that each one of them can be assigned to a class of pupils of similar attainment and ability to proceed. The larger the school, the more perfect the gradation can be, and therefore the less time will be lost by pupils being obliged to keep time with those of different attainments and abilities. The Board therefore felt that this was a good opportunity to establish a school of larger size than the present grammar schools in the city. It was also apparent that it would be a very wasteful process to spend all the money that would be necessary to buy a large school lot in another portion of the district, and build a building in anticipation of a probable future population. If the population comes to occupy this other part of the city, it will be necessary then to provide school accommodations for it; but it is exceedingly wasteful to build buildings in advance of actual needs.

The Mayor appointed as the architect of the new Webster building, Mr. E. M. Wheelwright, of Boston, one of the most experienced and successful school architects in the country, who prepared a plan which in its general features was thoroughly satisfactory to the Committee. The construction of the building was then committed by the Mayor to the Superintendent of Buildings.

A sub-committee of the School Committee was appointed to act for the Committee in connection with the building of the schoolhouse. This Committee desired to examine the specifications and the working plans of the building; but it was refused the opportunity to do so, and the Committee was unable to get an accurate knowledge of the details of the plan until the building was actually in progress. It was then discovered that the plans did not call for a removal of the dangerous furnaces in the old building, as the Committee had expected, but that it was planned to build a heating plant merely to heat the new portion of the building. Other smaller defects were also discovered in the plan as the work progressed. The Committee has called the attention

of the Mayor and the Superintendent of Buildings to these defects, and hopes for a modification of the plans. This experience has brought up the question of the meaning of the new provision that the Committee should approve the plans of school buildings. The contention of the Committee is that all the details of the plan shall be submitted to it for approval. If the opposite contention is to prevail, the conditions of the construction of new schoolhouses are most unfortunate. While the School Committee is to occupy and use the buildings, the responsibility for their being properly planned and constructed will be divided between the School Committee, the Mayor, the architect and the Superintendent of Buildings. Such a divided responsibility cannot fail to result in unfortunate misunderstandings and defects. It is to be hoped that a more satisfactory result will finally be reached.

SCHOOL HALLS

There is a growing feeling that the school buildings should be used for the benefit of all citizens of the city, so far as that can be done without interfering with the schools; and particularly that they should be used in the evening for public purposes, both educational and social. With this feeling the Committee has great sympathy; but unfortunately it has no money which can be devoted to this purpose without diverting it from the education of children, the purpose for which it is appropriated and for which it is sadly needed. Investigation made by the Committee shows that the evening use of a grammar school hall actually costs for fuel, light, and service, about eight dollars, and the use of a high school hall several dollars more. Besides this, the natural wear and tear caused by the use must be repaired by the Committee, and this, while not easily reckoned in dollars and cents, necessarily amounts to an appreciable sum. The Committee has under consideration rules for the use of the halls, and is determined to allow the use as generally as is compatible with the needs of the schools themselves.

CONDITION OF SCHOOL BUILDINGS

Upon assuming responsibility for the schools, the Committee desired to make careful examination of the condition of the school buildings. Before time was found for this work a committee of the lately formed Public School Association undertook to do it, and a re-

port on all the buildings except the high schools was prepared by Professors Charles W. Killam and William L. Mowll of Harvard University, architects. The Committee has been able to rely upon their exhaustive and most admirable report; and their conclusions have been freely used in the following:

GENERAL CONDITION OF THE BUILDINGS

1. THE HIGH SCHOOLS.

Five buildings are used by the high schools: the English High School, the Latin School, the Administration and the Science buildings of the Rindge School, and the Washington building. With the exception of the Washington building, which is neither well-planned nor well-constructed, and was not built for high school use, these are modern and generally satisfactory buildings, well-adapted to their uses. No serious defects exist in lighting, heating or ventilating, or in respect to danger from fire. The present Latin and English High buildings, on account of the consolidation of the schools, should be connected by a wing, which was in fact contemplated at the time they were built. This wing, besides connecting the schools, would contain on the second floor the united libraries of the High and Latin School, and a teacher's reference library; and out of school hours could be a meeting place for the teachers of the city. In the first floor could be placed the offices of the school committee, now occupying on grudging sufferance a few rooms in the City Hall which are needed for other uses; and the basement could be used for storing the supplies kept on hand for the use of the schools.

2. THE ELEMENTARY SCHOOLS.

These fall into several classes.

Most of the larger brick buildings have been built or completely reconstructed within thirty years, and are generally in good condition. They are all three-story buildings, with hall and large classrooms. They are the Ellis (1898), Fletcher (1903), Harvard (completely reconstructed in 1899), Houghton (1905), Kelley (1902), Morse (1890), Peabody (1888, enlarged 1898), Putnam (reconstructed in 1889), Roberts (1898), Russell (1896), Taylor (1895), and Wellington (one wing in 1907, the other in 1909, and the central portion completely reconstructed in 1909).

Most of the remaining brick buildings were built before 1880. Some of them are in fairly good condition. These are the Agassiz

(1875), Boardman (1868), Felton (1848), Parker (1893), and Sleeper (1894). They are all two-story primary school buildings, with rather small but not too small classrooms.

The remaining brick buildings are thirty-nine years old or more, low-studded, ill-lighted, without proper ventilation, with small rooms, and ill-adapted to modern school use. These are the Gore (1871), Merrill (1864), Otis (1859), Shepard (1856), Thorndike (1860), Webster (1856, enlarged 1885), and Willard (1870). Of these, the Gore and the Willard are better than the others, and may safely be used for many years. The Merrill is an exception to the above statement in that it is high-studded and has large rooms, but it was built for a high school, and is ill-adapted to primary school use. The Otis is in good physical condition, but too small for convenient use. The Shepard is capable of use for several years. The Otis, Thorndike, and Webster schools should be abandoned, so far as their present use is concerned, at the earliest possible day.

The wooden buildings are mostly old and ill-adapted to modern uses. They are all furnace-heated buildings. A few of them, however, can be continued in use for the present, if necessary. These are the Gannett (1886), Lowell (1883), Tarbell (1882), and Wyman (1871, enlarged 1886). The Bridge (1836), and the Holmes (1870) have been abandoned. The Corlett and the Cushing, two old buildings purchased from Belmont in 1880, and the Lassell (1880) recently damaged by fire, ought to be abandoned at once; and the Reed (1868) and Riverside (1860), besides being exceedingly poorly lighted, are in other respects barely usable, and ought to be superseded when possible.

Of the buildings mentioned as to be immediately abandoned, the Thorndike, Otis and Lassell should be superseded by the new Thorndike building, already authorized; and the new Webster will relieve the situation in that district. A new modern building to take the place of the Cushing and Corlett schools is seriously needed. The pupils of the Reed could perhaps be accommodated in the Sleeper, and those of the Riverside in the Houghton.

LIGHT IN THE SCHOOLHOUSES

The report to the Public School Association, to which reference has been made finds, all schoolhouses inadequately lighted, and recommends that "all those classrooms which fall below sixty per cent

of the natural light which they ought to have should have additional windows inserted in their walls, or the schools should be abandoned and new schools built." The schools which require alteration or abandonment according to this recommendation are the following:

Agassiz (56% lighted)
 Boardman (45% lighted)
 *Cushing (48% lighted)
 *Corlett (52% lighted)
 *Gannett (48% lighted)
 Gore (50% lighted)
 *Lassell (41% lighted)
 *Lowell (44% lighted)
 Putnam (10 rooms 52% to 56% lighted)
 *Reed (44% lighted)
 *Riverside (37% lighted)
 Shepard (44% lighted)
 *Tarbell (44% lighted)
 Thorndike (56% lighted)
 Taylor (4 rooms 55% lighted)
 Webster (old portion, 3 rooms 40% lighted, 9 rooms 52% lighted)
 Wellington (2 rooms 57% lighted)
 Willard (48% lighted)
 *Wyman (2 rooms 45% lighted)

Several dark rooms in the old Webster building have already been lighted by new windows. It would seem that steps should immediately be taken to increase the light in the Boardman, Gannett, Lowell, Shepard, Tarbell, Willard and Wyman schools, which have less than half the proper amount of light. The Thorndike will soon be abandoned, and abandonment of the Corlett, Cushing, Lassell, Reed and Riverside has been recommended.

HEATING AND VENTILATING

The heating and ventilation of the modern brick buildings is in fairly good condition; they are heated by boilers, and ventilated by the gravity system. The Gore, Merrill, Shepard and Willard are also heated by boilers and have a system of ventilation. The other brick buildings are heated by furnaces; of those there is some ventilation in the Agassiz, Otis, Parker and Sleeper. The Boardman, Thorndike and Webster have no system of ventilation. Of the wooden buildings, the Gannett, Lassell, Lowell, and Tarbell are fairly well ventilated; but the Cushing, Corlett, Reed, Riverside, and Wyman are without ventilation. Of the poorly ventilated buildings the Thorndike is to be abandoned, the Cushing, Corlett, Reed and Riverside have been recommended for abandonment; and the Webster

* Wooden Buildings.

will be taken care of by the new addition. The Boardman, Sleeper and Wyman require attention.

SAFETY FROM FIRE

The report referred to called attention to the fact that several of the schoolhouses had classroom doors opening in. The Committee has taken measures to have this defect rectified. The greatest danger of fire comes from the condition of the heating apparatus in the basement. One schoolhouse only — the Wellington—has the boilers separated from the rest of the building by fireproof walls and doors; and this is the only school building in the city of fireproof construction throughout. Nine other schoolhouses, all boiler-heated, have arrangements which could be made entirely satisfactory by extending brick walls and fireproofing the ceilings and doors. The twenty-three other buildings are quite unsatisfactory. The most dangerous are the Thorndike, with five furnaces, and the Webster, with eight. The heating arrangements in the Webster must be changed at once, and the Thorndike abandoned. The fire at the Lassell School proved that a small two-story building is not very dangerous in case of fire, although it is to be noticed that the building had four exits, and was better arranged than any other in the city for quick egress in case of fire; but changes in the heating arrangements should be made in the Agassiz, Boardman and Gannett schools, and the Cushing, Corlett, Lassell, Otis and Thorndike should be abandoned. Immediate changes are recommended in the nine boiler-heated schoolhouses, and in the Agassiz, Boardman, Gannett and Webster schools; and protection over the furnaces in all other furnace-heated buildings by stamped steel or metal lathed ceilings.

To make them at all satisfactory, this protection should be extended over the entire ceiling of the basement, and the doors at the head of the basement stairs should be covered with metal.

REPAIRS AND ALTERATIONS

The Committee has spent a large amount of money on repairs during the past year; attention is directed to the report of the Superintendent of Buildings, which shows what repairs have been made during the year. The Committee has especially desired to have the walls of the schoolrooms tinted with a color which would preserve the eyesight of the pupils. Several buildings have never been tinted,

and others needed retinting. The Committee, on the recommendation of the Superintendent of Schools and the Superintendent of Buildings, has adopted standard tints for the walls and ceilings of schoolrooms, and is proceeding as rapidly as possible to the tinting in these colors of all schoolrooms not now satisfactorily tinted.

SCHOOL YARDS AND PLAYGROUNDS

The general plan of playgrounds for the city is or should be sufficient to provide means of recreation for the children of the grammar schools out of school hours. But for out-of-door recreation during school hours, and for playgrounds for the smaller children, more is needed. According to the best expert opinion, a playground should be provided for each school, containing thirty square feet for each child, or about fourteen thousand feet for each room. It is more important that this space should be provided for the primary than for the grammar schools, since the ground is needed for the use of the children out of school as well as during school hours. Many of the schools containing children of the primary grades are already equipped with adequate playgrounds, or adjoin public parks which could be used for that purpose; but there are nine schools which seriously need additional playground room. To procure the land and equip them properly would cost about seventy-five thousand dollars; but this would be money well invested.

IMMEDIATE NEEDS IN BUILDINGS AND GROUNDS

To recapitulate the immediate needs of the department in buildings and grounds, the following are pressing:

The reconstruction or alteration of heating arrangements in the Agassiz, Boardman, Gannett and Webster schools, and fireproof enclosures for the boilers in all the boiler-heated buildings except the Wellington.

Improvement of lighting in the Boardman, Gannett, Lowell, Shepard, Tarbell, Willard and Wyman schools.

Ventilation in the Boardman, Sleeper and Wyman schools.

A new wing connecting the high school buildings.

A new six-room school building in the Cushing district.

Additional playgrounds in nine schools.

Respectfully submitted for the Board,

JOSEPH H. BEALE.

President.

In Memoriam

WILLIAM CLINTON BATES

SUPERINTENDENT OF SCHOOLS

1905-1909

Died June 29, 1909.

RICHARD H. GALLAGHER

TEACHER IN THE RINDGE MANUAL TRAINING SCHOOL

1902-1909

Died March 15, 1909.

EULALIA L. HERALD

TEACHER IN THE THORNDIKE SCHOOL

1905-1909

Died March 20, 1909.

ELLA E. BUTTRICK

TEACHER IN THE CAMBRIDGE SCHOOLS

1879-1909

Died October 31, 1909.

JULIA S. GUSHEE

TEACHER IN THE CAMBRIDGE SCHOOLS

1881-1909

Died December 30, 1909.

In Memoriam

MARY A. O'HARA
TEACHER IN THE WILLARD SCHOOL
1899-1910
Died January 21, 1910.

EMMA J. YOUNG
TEACHER IN THE TARBELL SCHOOL
1883-1888
PRINCIPAL OF THE TARBELL SCHOOL
1888-1910
Died March 11, 1910.

GERTRUDE E. RUSSELL
TEACHER IN THE RUSSELL SCHOOL
1897-1910
Died April 2, 1910.

SUSAN L. KENISTON
TEACHER IN THE CAMBRIDGE SCHOOLS
1893-1910
Died April 7, 1910.

REPORT OF THE SUPERINTENDENT

To the School Committee of the City of Cambridge:

Herewith I submit my first annual report, which is the forty-second in the series of annual reports by the Superintendent, and the seventieth of the printed reports of the School Board of Cambridge.

Having been with you so short a time, what I have to say is necessarily more of a confession of educational faith than of a report of work accomplished.

From the first, I have assumed that the people of this city desire the best public school system that can be had for the money expended upon it and that you expect me to recommend such modifications in its organization and administration as, in my opinion, will increase its efficiency. All thoughtful persons recognize the fact that the last step in educational progress has not been taken, that no system of schools is so good that it cannot be made better, and that most rapid progress and improvement will come through the hearty co-operation of all interested parties.

It is wise to recall from time to time the primary ends we are supposed to serve and the fundamental principles we are supposed to apply in our work, because we are apt to lose sight of them in the midst of many distracting details, or to neglect them in the presence of personal ambition, some novel theory or an alien but clamorous interest. It is only by recalling to mind these chief ends and fundamental principles that one can choose wisely his secondary aims, determine the best means of attaining them and be able to hold steadily on a course of appropriate action.

The schools exist for the children. They exist directly for the good of the children who attend them and indirectly for the good of the community. This seems axiomatic, if not trite, when stated; but, unfortunately, all persons who assent to axiomatic truths do not always apply them in their practice. The children are the ones to be served. What is best for them should be the constant consideration and the dominant influence in the organization and administration of the public schools. The good of the children should determine what kind of schoolhouses shall be built, where they shall be located

what playgrounds shall be provided, what courses of study shall be offered, what books shall be used, what teachers shall be employed, what methods of instruction shall be approved, and what shall be the character of the school government. The welfare of the children cannot be made too prominent. Their interests are everywhere involved and only those persons who can appreciate these interests and will loyally serve them, should have part either in the teaching or in the management of the schools. Sometimes conditions are such that it is impossible to give the children the best service—money for adequate accommodations, for desirable equipment or for first-class teachers, is not available—and sometimes it is necessary to sacrifice somewhat the interests of individuals to the good of the whole, but even such a sacrifice should not be made too readily. Often careful thought or insistent courage on the part of some responsible person will find a better way. In the past, especially in the graded schools, the needs and rights of the individual pupils have been too much disregarded.

The schools are not only for the children, but they are for *all* of the children and should offer equal opportunities to all. This means that each pupil is entitled to consideration, and that there should be no favorites. A school system which suitably trains only a part of its pupils while it sadly fails with the rest, which gives the boys an appropriate education but the girls a very inadequate one, which confines itself to purely intellectual or academic training, neglecting the physical development and motor training of its pupils, or which is satisfied with knowledge alone, leaving the feelings and the will undeveloped and untrained, fails at important points. It should be as careful in its plans and as generous in its provisions for the preparation of some pupils for business or mechanical occupations as it is for the preparation of others for college. It has been the custom to deal with pupils in mass and to reduce them to averages which usually represents very few members of the school. The time has fully come for the consideration of the real boys and girls, and to deal with the pupils as individuals. Doubtless it will be impossible to meet all the needs of each, but the needs of a larger number than at present may surely be met. The individual method of dealing with pupils possesses important merits,—it deals with actual conditions, meets the real needs and, by caring for the individuals, leaves no mass to be considered. Children differ widely in their endowments and the school must adapt itself to these differences, if equal opportunities are to be given to all. The needs of the bright pupil are not the same

as those of the dull pupil, nor those of the pupil who can remain in school only a short time the same as those of the pupil who can complete a full course. The foreign-born and the native-born children, the strong and the frail, the normal and the exceptional, present other differences. Each is entitled to the best service the school can render him, regardless of his present condition or his future prospects. There should be no favored classes and no favored schools. The work in the several schools may differ somewhat to meet the varying conditions, but a school not good enough for every district of the city is not good enough for any district. The differences between the schools should be a difference in the *kind* of work rather than in the *quality* of work. The public schools must always be democratic in spirit and in effort, encouraging neither class distinctions nor social differences. If special favors are to be given, they should be given to the specially unfortunate. The efficiency of a school must be measured by what it does for all its pupils, not by what it does for a few. The number, who become discouraged and drop out of the course, indicates quite as accurately its worth as a public institution as does the standing of its graduates. The school does not exist for the reputation of its teachers, although in the last analysis the reputation of the school and the reputation of the teachers must rest upon the same foundation. The teachers who aim directly at their own reputation are apt to be short-sighted and to overlook some important obligations to their pupils; while those, who constantly study to help their pupils, do not need to think of their reputation. It will be appropriately cared for by an ever-increasing number of appreciative pupils and parents.

From the preceding it follows as a corollary that the child should not be sacrificed to the school system. It is not enough for the school to meet the needs of a large majority of the children. It should not wrong any child. If, in the judgment of the competent, a custom or rule of the school stands in the way of the educational welfare of a pupil, the pupil's interests should prevail. The courses of study and the methods of instruction should be flexible enough to meet the needs of all normal children, and then adequate provision should be made for the abnormal or exceptional. To keep these children year after year upon work they cannot do, or to send them out of school, is not a satisfactory solution of the difficulty. It is no solution at all, only a proof of the inadequacy of the system. The community, not only for the sake of the unfortunate children themselves, but for its own sake, must recognize its obligation to the defective classes and provide such educational means as will conserve their meager endowments. Both

humanity and economy call for such action. It takes us a long time to learn the value of one talent and our duty to improve it. Sometime every community will see that, for all concerned, education is better than charity.

The most important part of the public school system and the part which should be the last to suffer from lack of funds or from poor teaching, is the elementary schools. These are for all the children and their work is indispensable. They lay the foundation for all subsequent schooling and place in the hands of every normal child the keys to greater knowledge. Although not all that should be included in the elementary course of study, reading, writing and reckoning are fundamentally important and should be well taught. Health, physical development and motor training should receive more attention in the lower schools than they have received. Too often these schools are deprived of much-needed accommodations or equipment in order to enlarge the opportunities in the high schools. The high schools should be made as good as possible, and should offer all reasonable advantages, but their development must not be at the expense of the elementary schools. Good high schools are desirable but good elementary schools should be regarded as indispensable. The one is for hundreds of children, the other is for thousands, most of whom can never go beyond the course here offered. It is here that the greatest needs exist, and the greater numbers can be helped. The pupils who are unable to complete even the elementary course are entitled to as much consideration and to as good opportunities while they are in school as those who can go to college. If there must be overcrowding, lack of equipment, a narrow course or poor teaching, let it be elsewhere, not in the elementary schools. They should be the first to be improved, the first to enjoy the fruits of ample means and the last to suffer from lack. An efficient school system must be strong throughout. The natural and best way is to develop it from the bottom. An ample foundation is the wisest preparation for an elaborate superstructure. Thoroughly good elementary schools are not only of prime importance in themselves, but they are the essential condition and best promise of first-class secondary schools. By this order all interests are best conserved.

Again, the children have a right to have the best available teachers. The interest the children take in their school work, the advancement they make in their studies, and the character of their conduct and habits, depend so much upon the ability and influence of their instructors that the selection of teachers is a most important function,

requiring not only professional skill but conscientious action. Whoever knowingly secures the appointment of an inferior teacher, when a superior one is available, betrays the children and proves his unfitness for such an important trust. Here, as everywhere in school affairs, the good of the children should weigh more than all other considerations. Teachers should be selected solely because of their merits as teachers,—their fitness to do the required work. To sacrifice the educational interests of forty or fifty children to the advantage or convenience of one person is unreasonable and inexcusable. No true friend of the pupils or of the schools can desire the appointment or urge the retention of an incompetent teacher. Neither nepotism, political influence nor any other form of favoritism has any proper claim here. They are an impertinence and a menace, and those who resist them deserve both the gratitude of the children and the support of all right-minded citizens. Every candidate for the high and responsible position of teacher should present his qualifications and rest his case upon them. He should be honestly and fairly considered upon these qualifications, without any thought of irrelevant matters. Those who have little, except “pull” or “influence,” to recommend them have a very poor claim to serious consideration and should wait until they can offer more appropriate qualifications. The qualification to teach involves much more than scholarship, essential as that is. There must be professional training in the art of teaching; natural adaptation in health, taste, temperament and personality; understanding and love of children; character and manners suitable for the example and worthy of the imitation of pupils. The influence of the teacher—the silent tuition of the school—is a much more potent educational factor than is generally supposed. In fact, with *whom* a child studies is quite as important as *what* he studies. There can never be a good school in charge of a poor teacher. The best schools are always found to be in charge of the best teachers. Teaching at its best is a profession no less difficult and no less important than law or medicine, and those who enter it should be fitted both by nature and by training for their responsible work. Therefore, teachers should be selected with care and assigned with wisdom, for few teachers are fitted for all positions. Not every person who desires to teach should be allowed to do so, because not a few of them lack some of the most essential qualifications. Residence is not a qualification. Other things being equal, preference may properly be given to local candidates, but other things should be equal without any lowering of standards in favor of local candidates. The cry of “local schools

for local teachers'' is usually raised by the friends of incompetent teachers or for some other interest than that of the schools. Most parents and true friends of the schools would say local schools for local children in charge of the best teachers to be had. Here, again, the rights of the children are paramount and should be maintained. The same principle holds in case of those who have been good teachers and have done excellent service but, on account of age or infirmities, are no longer competent to meet the reasonable demands of their positions. They have served the community faithfully and well, and deserve from it considerate and generous treatment, but the community should not try to discharge its obligations to them at the expense of the children. Justice to one party ought never to mean injustice to the other.

One of the chief aims and most important functions of the public schools is to prepare their pupils for citizenship. Nearly every class in the public schools is made up of children representing very different standards of home-training and very different types of character. There are those from intelligent and happy homes in which they have been kindly treated and judiciously trained. While they have been required to perform their duties as children, they have been allowed to enjoy all the rights as children. They are obedient, respectful and industrious. They are neat in person, regular in attendance, satisfactory in conduct and friendly in their attitude toward the teacher and the school. Sometimes they are slow but they are willing to do their best. Under the influence of the school their habits continue along the same wholesome lines as at home, because they are already accustomed to the standards required. The school simply confirms and enforces the teachings of the home. There is another group of children who have received too much attention but too little training. They have been humored and petted beyond measure, but have never been taught obedience nor required to observe the common amenities of life. They have exercised petty tyranny over the household all their lives. They are selfish, wilful, saucy and disobedient. Usually they are hard to interest, spasmodic in effort, easy to take offence, and are apt to sulk or create a scene when their will is opposed. Such children are likely to carry home exaggerated or misleading, if not absolutely false reports, of what has been said or done at school. The "spoiled child" is one of the hard problems for the teacher. He generally makes trouble before he yields cheerful obedience to the reasonable and necessary requirements of a well-ordered school. He does not find it easy to adjust himself to the new conditions, to obey instead of to

command, to do what he prefers not to do, to be regular, polite, and kind. The child is not so much to blame as those who have allowed him to form his bad habits. But, in his case, if the parents will only do their part, the kindness, patience and firmness of the teacher will work a reform without abusing the child in any way. A third group of children is made up of those who have been neglected. They have been fed and clothed more or less suitably but have never been subject to proper parental care or control. They have run wild and been a law unto themselves. When they come to school, it is necessary to introduce them to new standards of conduct and of manners at nearly every point—personal habits, speech, thought and deportment. To change the current of their lives and to transform them into neat, industrious, self-respecting young men and women is not easy but possible for the right kind of a teacher. In fact, a large per cent of these children, who remain in school, are trained into respectable and law-abiding citizens, in spite of the unpromising beginning and the outside conditions. Then there are the children who have been abused—who have been cuffed and kicked about all their lives, who, because of parental abuse, have learned to believe the world unkind and everyone their natural enemy, especially those in authority. They are timid, suspicious, sly and deceptive, or ugly, mean, callous and defiant. They expect to be whipped for every mistake and regard kindness as indicative of weakness. Often they seem to find pleasure in practicing upon others tyrannies similar to those from which they have themselves suffered, and to regard detection, or “being found out,” the only regrettable thing about bad conduct. They do not understand kindness and fair play, and why should they? They interpret the world aright as they have met it. But when such children come in contact with a strong, sympathetic, sensible, even-tempered teacher, a new experience comes to them, a strange feeling springs up in their minds and they begin to know the meaning of kindness and friendship, of right and truth, of justice and honor. They are born into a new world—the world of love and goodness and happiness—and the transformation of their characters begins. The most potent influence in the training for good citizenship is a strong, just and kind school government, whose kindness and justice are clearly visible in its strength. It develops respect for duly constituted authority and obedience to properly established law. It not only tends to produce self-governing, self-respecting and law-abiding citizens, but it gives the pupils right notions of the functions of government and correct standards of justice, courage and integrity. There are always a few boys

who cannot respect law and authority until they have tested them and proved their efficiency. These boys should be protected from their own weakness and mistaken notions. A school government which encourages or tolerates disobedience, insolence or defiance on the part of any pupil, is unkind to the pupil and a menace to the community—unkind because it fosters offensive and harmful habits, which are sure to interfere seriously with the usefulness, happiness and success of the pupil in later years, and a menace because it really trains the child in lawlessness and in contempt for all government. A boy who is deliberately and persistently disobedient and defiant should promptly meet with a force sufficiently strong to check him in his headlong career and exact full obedience. He needs to be controlled until his own reason gets a hearing and he can control himself. Open defiance of the teacher's authority and deliberate violation of the rules of the school, call for prompt and effective action. A boy who has gone so far wrong as to assault his teacher with vile and profane insults and dares her to use physical force in defence or punishment, is temporarily, at least, beyond the reach of moral suasion. He is spoiling for a whipping. It is the only thing that he can fully appreciate, and that will make him amenable to reason. In such a case, corporal punishment is far better in every respect than suspension or a court record. It is the only appropriate thing and there should be no delay. Corporal punishment is an exceptional measure and must be used with wisdom and without anger. But to forbid its use in the public schools is to increase largely the worse offences, to encourage boys in a vicious course, and to make it almost or quite impossible to save some of them from their own lawlessness. This whole discussion is prompted by a sincere love of boys and is made entirely in behalf of those few who need a strong friend at a critical time in their lives. No child should be allowed to become a common nuisance and to wreck his future prospects from lack of proper control during his school days. The schools are for the children and even the unruly boy should find there the thing he most needs. The boy, who habitually disregards all rights and defies all authority in his youth, is not likely to become a self-respecting, law-abiding citizen in his manhood.

The children also have a right to be housed, while at school, in buildings which will endanger neither life nor health—buildings which will not easily take fire and from which there are ample exits, buildings provided with suitable light, adequate means of ventilation, proper sanitary accommodations and are kept in clean and wholesome condition. Moreover, they should be adapted in design and by

environment to the work of a school, and should be equipped with all necessary means of doing that work in an appropriate and satisfactory manner. So much, at least, the children have a right to demand. Much more is required to meet all their needs. The buildings should be attractive in design and in construction. The interior arrangement should be convenient, the finish in good taste, the furniture hygienic and comfortable. The tinting of the walls, the color of the shades and the character of the decorations, should be appropriate and in harmony with all the rest. There should be an assembly hall large enough to accommodate the entire school and a playground near by, where every child may find regular exercise in the sunlight and open air. The influence of the school building with its furnishings and surroundings has rarely been fully appreciated. From his school environment there comes to every child silent but positive tuition. He does not know it, but his tastes are changed and his standards of beauty and fitness are modified by these things, nevertheless. There is also an ethical value. An old, dark, dingy building with dilapidated furniture and long-neglected grounds is not only a depressing influence upon the children but an inciting cause of much mischief and disorder. All public buildings should embody the fullest knowledge and the best tastes of the community, invariably possessing the qualities of economy, safety, convenience and neatness.

The first requisite of an efficient school system is a good organization — an organization which places a competent person in every position, assigns him his field of duty, gives him all necessary freedom and holds him responsible for results. In such an organization there is a proper distribution of functions. Every duty is assigned to some one but the same duties are never assigned to more than one person—the entire field is covered but there is no overlapping. Each knows his place, what is expected of him and to whom he is responsible. The School Committee confines itself to legislative and financial duties, determining what shall be in the schools and how the available funds shall be expended, but delegating executive and supervisory functions to professional experts. It is the duty of each supervisor to outline the work and direct the teaching of his special subject so as to secure satisfactory results under existing conditions, acting under the direction of the superintendent and co-operating with the principals. Each building is organized into a harmonious and efficient whole, under one head, who has general charge and supervision of the entire school, including all persons employed and all work required. The supervising principal sees that the several parts

of the building are in suitable condition for school use, that the daily program of each room is well arranged, that the various subjects are properly taught, that the requirements from the pupils are just and reasonable, that the spirit and method of government are kind and wholesome, and that the regulations of the School Committee are carefully observed. He keeps in close touch with each class, advises and assists the teachers when necessary, settles all serious matters of attendance or conduct, and is the person through whom all communications between the school and the central office or between the school and the homes represented, are made. He is given much discretionary power, is held responsible for the work of the school and is judged by its efficiency. During school sessions little of his time is given to clerical work. It is devoted largely to teaching and helpful supervision. A principal should never allow himself to become a mere office boy. If qualified for his position, the time he spends in the classrooms, inspecting and inspiring the work of the pupils, and with his teachers in constructive criticism and in kindly suggestions, will best prove his professional ability, will yield the largest returns to the children, and bring the greatest credit and satisfaction to himself. The teachers are directly responsible to the principal.

One spirit and purpose should pervade the entire system. Every one should understand that education is its constant business and that business-like methods are to be expected in its management. Goodwill, hopefulness and hearty co-operation should be found everywhere among both teachers and pupils. Peevishness, scolding, worrying and faultfinding should be banished. And all should feel that a broad, sound professional judgment presides over all school questions, especially those involving directly the welfare of the teachers and of the children.

Finally, an efficient school system must be a living organism, always growing and developing to meet the needs of the everchanging social and industrial conditions of the community. An excellent school for one generation is usually not well adapted to the next. The aim of all education should be life, power and efficiency — life, broad, deep and full; power of body and of mind; efficiency in thought and in action—these to the capacity of each individual. But the conditions of life, the kinds of power and the expressions of efficiency, which have satisfied all demands upon us, are not likely to satisfy the demands which will be made upon our children. There must be progress or deterioration. It seems to be the universal law and schools no ex-

ception. But progress means more than motion. It is quite as important to know which way to go as it is to move. Under normal conditions, changes in the character and methods of education would be gradual, new factors slowly coming in and old ones slowly disappearing, while certain factors necessarily remain constant. The educational needs of this generation should be carefully studied and such changes in the present school system be made as will best meet those needs, condemning nothing merely because it is old and approving nothing simply because it is new. What *has* been may be respected until it stands in the way of what *ought* to be, then its going should occasion no regrets. That education is best which best prepares young men and women to put most into life, and to get most out of it, which enables them most completely to discover and develop their latent powers, whether of hand or of brain, and which most increases the pleasure and efficiency of their service.

WILLIAM FROTHINGHAM BRADBURY

The record of Mr. William Frothingham Bradbury, who resigned from the head mastership of the Cambridge Latin School last December, has been so remarkable as to call for more than the usual notice at this time.

Sixty-one years ago last December, in an old red schoolhouse on the west side of Little Wachusett mountain in the town of Princeton, Mass., Mr. Bradbury began his work as a teacher. Although vowing to himself as he walked that winter a mile to and from his boarding place, that he would never teach again, he taught five months in a boys' boarding school and one term in the Westminster Academy before entering college.

Never having thought of going to college before May, 1852, he entered Amherst College in August of that year without any special preparation. He worked his way through college by teaching winters, and graduated as valedictorian of the class of 1856, his brother being salutatorian of the same class.

Before graduation, never having been seen by the school committee of Cambridge, he was elected teacher of physics and mathematics in the Cambridge High School at a salary of nine hundred dollars and entered upon the work of this position on Monday, September 1, 1856. There were five teachers, two men and three women, and two hundred pupils at that time. Early in April, 1857, the master of the school having died, Mr. Bradbury was appointed acting-master for the remainder of the year. On November 10, 1865, he was elected Hopkins Classical Teacher, which position he continued to hold for almost forty-five years.

In April, 1881, Mr. Bradbury was elected head master of the High School. On March 1, 1886, when the school was divided, he was made head master of the Latin School, but at the same time held the head mastership of the English High School until the following September.

Thus, for more than fifty-three years, Mr. Bradbury has served the city as a teacher, and for thirty-three years as the head of one of its most important schools. During that time he has been active in professional and other organizations, serving most acceptably in various positions of honor and trust. He is an ex-president of the

Middlesex County Teachers' Association, of the Massachusetts Teachers' Association, of the Massachusetts Schoolmasters' Club, and of the American Institute of Instruction; secretary and treasurer of the Classical and High School Teachers' Association since its organization in 1868, treasurer of the Teachers' Annuity Guild since its foundation in 1893, a director of the Handel and Haydn Society for twenty-two years, secretary of the same society for ten years, and now its president. He served in the common council of this city for the years 1883 and 1884. He is the inventor of several school appliances and the author of many well-known text-books in mathematics.

On his retirement from the head of the Latin School, Mr. Bradbury, in recognition of his long and honorable career, was made Master Emeritus of the Latin School. Few teachers have been so widely and so favorably known. He will continue to enjoy the unfailing confidence of hundreds of his graduates scattered over the face of the earth, and the deep respect of thousands of the citizens of Cambridge, all of whom wish him many years in which to enjoy his friends and his well-earned leisure.

RUEL HASSELTINE FLETCHER

Another veteran to retire this year from active service in the public schools of Cambridge is Ruel Hasseltine Fletcher, who was born in Cornish, N. H., May 16, 1829.

He was educated in the public schools of his native town, the Newport, N. H., High School, Kimball Union Academy and the New Hampton Institute. Years later he took courses in geometry, physics and physical geography at Harvard.

At the age of twenty he taught his first school at Newport. Subsequently he taught one winter each in his native town, in Hartford, Vt., and in Canaan, N. H., and two winters in West Newbury, Mass. He began teaching in his first permanent position in March, 1854, at Abington, Mass., where he remained two years, resigning to accept the principalship of the Coddington School at Quincy.

In December, 1857, he was called from Quincy to the mastership of the Otis School in this city. It was a small wooden building on Otis Street. This building was destroyed by fire in 1858 and was soon replaced by a brick structure. In 1860 the Thorndike School was built and Mr. Fletcher was placed in charge of it the following year. The building was remodelled in 1875 but has long since been inadequate to meet the demands of the district. From the mastership of the Thorndike School Mr. Fletcher resigned last December to take effect January 1, 1910, having completed sixty years of teaching, fifty-two of them being in Cambridge. On the evening his resignation was accepted he was unanimously elected Master Emeritus of the Thorndike School. While yet in active service the city paid Mr. Fletcher a rare tribute by naming in his honor one of its large grammar schools, thus giving expression to the universal respect and esteem in which he is held.

Perhaps no description could more clearly reveal the character of the man than does his letter of resignation and his letter in reply to the notice of his election as Master Emeritus which follows:—

“To the Superintendent of Schools:

I hereby tender my resignation as master of the Thorndike Grammar School to take effect January 1, 1910.

I have been a teacher in public schools sixty years, and fifty-two of these years have been spent in the Thorndike School.

My fondness for the work of teaching is still unabated, but the infirmities of age come on apace, reminding me that I must soon cease from active service, and make way for a younger master, who perhaps will be in closer touch with modern ideas and methods of instruction.

Be assured that I shall most regretfully take leave of the school that I love so dearly, and for whose welfare I have labored assiduously these many years.

To school committees, superintendents, and associate teachers, past and present, for their uniformly hearty support, as well as for their many kindly manifestations of appreciation and good-will, I owe a debt of gratitude that I only too gladly acknowledge, but can never fully repay.

Trusting that the Thorndike School, under a new administration and occupying a much needed new school building, amply equipped with all necessary modern conveniences, will take on new life, and become even more prosperous in the future than it has been in the past, I am, believe me,

Most sincerely and gratefully yours,

(Signed) RUEL HASSELTINE FLETCHER."

"To the School Committee of the City of Cambridge:

Of the many manifestations of appreciation and good-will shown to me by school committees during my fifty-two years of service as master of the Thorndike School, my election as 'Master Emeritus' has touched me most deeply.

It will be an enduring satisfaction for me to realize that my 'life-work' has been such as to win general approval, and that I am deemed worthy of an honor so signal.

No words of mine can fitly express my sense of gratitude for your kindly act.

I thank you with all my heart.

Sincerely and gratefully yours,

(Signed) RUEL HASSELTINE FLETCHER".

THE HIGH AND LATIN SCHOOL

When it became known that Mr. Bradbury intended to retire from the head of the Latin School, it seemed advisable for several reasons to unite that school and the English High School under one head master. The two buildings being so close to each other, the government and administration of a single head seemed both possible and desirable. With one school it is thought that the several departments of instruction can be better organized, avoiding the duplication of departments, offering equal opportunities to all pupils, and reducing running expenses. The union will also prevent unwholesome comparisons, claims of superiority or inferiority, or social distinctions which should have no place in the public schools.

As the consolidation and the revision of the courses of study will not be completed until next September, the time to speak of results has not come. It is wiser to await the demonstrations of experience rather than to prophesy. Our desire and expectation are that it will prove for the best interests of all concerned, especially of the boys and girls.

GRADATION AND PROMOTION

This question of the proper gradation and promotion of pupils has long been one of the most troublesome connected with the graded schools. Our imperfect methods have not only been the occasion of much dissatisfaction on the part of parents and of great discouragement and loss on the part of pupils, but of great cost to homes and taxpayers. Every child has a right to expect that his classification will be according to his ability and that his advancement will be as rapid as his health and industry will warrant. Generally the classification and promotion of pupils have been governed by the supposed ability of that mythical member of the class known as "the average pupil," and so the progress has been too slow for the bright pupils and too rapid for the dull ones. Thus, by requiring the same amount of work from all, rather than from each according to his ability, some lose interest and form indolent, if not mischievous habits, because they have not enough to do, while others lose courage and acquire a dislike for school, because their powers are overtaxed and

they do not understand their work. With few exceptions, children enjoy school and are enthusiastic workers so long as they understand what they are doing, find ample scope for their best effort and sufficient variety for all their powers. But when the conditions are entirely changed, they soon lose heart. Much that is attributed to the dullness or indifference of the children is really due to our own stupidity or neglect. Under the usual plan, the class is kept together in all its work until the end of the year, when a large part of it is promoted to the next grade and the rest kept back to repeat the work, often to do no better the second year than they did the first. To a child, a year is a long time, and he is apt to lose courage and become resentful when told he must review for such a period, especially if he did his best the first time. And the child is not the only one who has reason to complain, because, by this plan, the schooling of every child, who repeats a year's work, increases by just so much the cost of the schools and the burden of his support. That is, if the annual per capita cost of the schools is \$33, every time a pupil repeats a year it costs the taxpayers \$33 more than it would have cost had he been promoted, and, at the same time it adds to the expenses of his parents another year of his support. The only way to avoid these results is for the child to leave school a year earlier than he otherwise would, which is even worse than repeating the work. These items may seem small in the case of a single pupil, but if a thousand fail to be promoted, it means an additional expense of \$33,000 to the city and much more than that to the families concerned. Thus it will be seen that the non-promotion of large numbers of pupils becomes not only an important educational matter but a serious economic question, to say nothing of the effect it may have upon the subsequent lives of the pupils themselves. Of course it will be impossible to eliminate repeating entirely, because, after doing all we can to reduce it, causes over which we have no control will continue to operate, such as sickness, unavoidable absence and incapacity to do the minimum amount of work.

Another plan to obviate the difficulties is to allow the slower pupils to fix the rate of progress and to give the quicker ones a double promotion from time to time. But this plan is open to serious objections since the pupils who receive double promotion omit the work of an entire grade and so break the proper continuity of their work. They advance faster not by doing more work than the others in a given time, as they should, but by omitting part of it. The result is their powers are never fully exercised and their knowledge of the several subjects is scrappy and defective.

Various schemes of combining individual instruction with class-teaching have been tried and, in the hands of competent and enthusiastic teachers, have been successful to an encouraging degree, but they soon reach their limitations in the large classes of a city system. The chief advantage of individual instruction is that it gives the right kind of help just where it is needed and, at the same time, allows the rest of the class to be working independently, which is by no means an insignificant matter. Too often in class-teaching the whole class is kept waiting while the teacher is assisting a single pupil. This not only leads to much restlessness and inattention but means a tremendous waste of time in the aggregate.

Perhaps one of the best methods of solving the problem of graduation and promotion is the so-called "Cambridge plan" by which the brighter pupils may accelerate their progress without omitting any of the work, and the slower pupils may not advance too rapidly.

It is unnecessary to give the details of this plan. The following modifications seem to avoid some objections to the original plan and also to present several new and desirable features. The accompanying figure will aid in describing and in understanding the proposed scheme. The basal course, marked A, covers a period of eight years, the work of each year being divided into three grades, or twenty-four grades in all, each grade covering the work of about three months. There is a parallel, or supplementary course, marked B, covering the same work in six years. In it there are eighteen grades, the work assigned to each grade being one-third more than to each grade of the basal course. That is, pupils in the supplementary course are expected to do *nearly* as much in six months as those in the basal course do in nine; or, stated from the other side, pupils in the basal course are required to do only two-thirds as much work in a given time as those in the supplementary course. In each course, there are three promotions a year. If a pupil fails to do the work

A			B		
8	24		18		
	23		17	6	
	22				
7	21		16		
	20		15		
	19		14	5	
6	18		13		
	17		12		
	16				
5	15		11	4	
	14		10		
	13		9		
4	12		8	3	
	11		7		
	10		6		
3	9		5	2	
	8		4		
	7		3		
2	6		2	1	
	5		1		
	4				
1	3				
	2				
	1				

of his grade satisfactorily, he is required to repeat for only three months, at the end of which time he has another chance for

promotion. If he is in the supplementary course and fails to keep up, he may be transferred to the basal course with a maximum loss of only two months. Once each year the transfer may be made with the loss of only one month, and once each year without any loss of time whatever. Pupils in the basal course, who are able to do more work than is required of them there, may be transferred to the supplementary course at any time by repeating at most two months' work. Beginning with the third grade, the transfer may be made at the end of every fourth grade by reviewing the work of one month. At the end of every fourth grade the transfer can be made without any review. Thus it is possible by passing from one course to the other to vary the rate of progress to meet a great variety of needs and to do it without omitting any subject and without loss of time. The shortness of the grades and the frequency of promotions are likely to improve attendance and to stimulate effort. The period of review for those who fail to be promoted is not long enough to dishearten the pupils, or drive them out of school. In three months there is always another chance. This seems to them and to their parents quite different from a year, and so they go to work with new determination and increased effort. Moreover, the reviews always come at the end of short periods, before the pupils have lost the impressions received from their first study of the subjects. The second impression is made before the first is obliterated, either by the length of time or by a change of subjects.

The feature of this plan which is likely to impress many unfavorably at first, is the assignment of more than one grade to a room, except in large buildings. But further consideration may reveal some compensating advantages. Generally, teachers occupy too much of the time and attention of their pupils, giving the children too little time for study and the preparation of their work. There is so much teaching that the children do not learn how to study, so much explanation and help that they do not acquire independence and the power to master difficulties alone. After the teaching, assistance should be given only in individual cases, not to the whole class. If the whole class needs it, either the teaching has been inefficient or the work is too hard. There is also too much lesson-hearing or recitation and too little lesson-preparing. Pupils should be taught how to prepare their lessons — how to use books, where to find the information desired, how to pick out the essential matter and how to arrange it in orderly form. When there are two or more grades in a

room, the upper grades learn much in review from the lower ones, while the lower grades in turn learn much from those in advance,

Under this plan children may be admitted to the first grade at any time during the year, provided they are at least six years of age and that there is an outlet into the high school twice a year for those who have completed the course. This seems not only desirable but possible. It will close up the break between the grammar and high schools, and allow pupils to pass uninterruptedly from one to the other as soon as prepared, just as he has passed from grade to grade in the elementary school.

KINDERGARTENS AND PRIMARY SCHOOLS

The kindergartens of this city are unusually good and the average ability of the kindergartners unusually high. We have here an educational agency far too valuable to neglect. That the kindergarten has reached perfection in its development is not apparent to many of its friends. To these friendly critics there seems to be need of a little less sentiment and a little more science in the study of children and in the arrangement of the kindergarten program. There are some very good reasons for believing the nature and condition of the young child are quite different from what most kindergartners seem to think, and that his greatest needs are also quite different. The spirit, devotion and enthusiasm of the kindergartners are right and exceedingly valuable, but some of their instruction and methods are open to improvement. During the kindergarten period of the child's education his imperative needs are predominantly physical. Healthy growth is *his* all-important business, and to provide for him suitable conditions for such growth is ours. These must include the open air, abundant sunlight, much free play and a rich and varied field for sense experience. The sessions of the kindergarten should generally be out-of-doors, and, when in-doors, should be devoted more largely to the characteristic activities of children. There should be less confinement and less instruction, more sensory and motor exercise, more freedom and spontaneity; less of school and more of real child-life.

In the primary schools a few modifications have been made in the required work. Less time is given to number and more to language. The most important change, however, has been in the daily program of the first grade.

When the School Committee of Cambridge authorized one session for the first grade, it acted in harmony with the best educational

thought of the day and in harmony with the best interests of the children. New England is the only part of this great country in which little children are sent to school at the age of five years or less. In the hustling west and even in the belated south, they are not admitted until they are six, at least. In this case, we are not as wise in our practice as in our laws, because the legal age for entering school is seven, not five.

The introduction of the one-session plan was made very easy for two reasons, first, because a very large majority of the parents favored it, and second, because in many of the districts the overcrowded condition of the rooms made it almost necessary. Rarely does misfortune work so much good. Before the end of the fall term, the average number of children in the first grade rooms was over fifty, a condition forbidden by reason and should be by statute. To tolerate such a condition is not only to abuse pupils and teachers but to squander vital energy and to sacrifice educational efficiency. No teacher can properly care for and suitably instruct fifty pupils of this grade or of any grade. Such a class must be divided into four sections, which means that the teacher is working with one-fourth of the class while the remaining three-fourths are sitting in their seats, waiting for their turn and busying themselves as best they can. That is, the children are under the immediate instruction of the teacher about one-fourth of the time and are necessarily left to themselves the rest of the time. What of value can the poor little things do? They must not play or make a noise for that would disturb those at work with the teacher. They can only sit still or dawdle over so-called busy-work, until their turn with the teacher comes. It is little less than criminal to keep a five or six-year old child sitting at a school desk four or five hours a day. It is very hard for a healthy child of that age to sit still for any considerable length of time under any conditions. He lives and grows and learns through action, but becomes fatigued and dull by sitting still. For him to become tired through normal activity is beneficial, because it promotes development, but for him to exhaust his energies trying to inhibit action retards growth. The child's position at the desk tends to compress his chest, diminish respiration and interfere with digestion. The blood pressure in head and lungs is too great, while the heart and extremities of the body need the pressure caused by muscular activity. Any treatment of the child, which tends to check the growth of heart and lungs or to impair his digestive and circulatory systems, strikes not only at his health and vitality, but at his happiness and usefulness. If there are to be strong men and women

to do the world's work; if there are to be steady nerves, clear brains and firm muscles, they must be served by large lungs, good digestion and a strong circulation. Nature, at this period of the child's life, is much more intent upon physical than upon intellectual development, much more concerned in making a good animal than in making a great scholar. She enters her everlasting protest against drawing the blood from the extremities of the child's body and sending it to his head, against confining his growing muscles for hours in an uncomfortable seat, against positions which tend to deform his pliant bones, against compressing heart and lungs, against his inaction and the disturbance of his nutrition. If nature's protest were heeded, there would be less headache, anaemia, dyspepsia, tuberculosis and morbidity during later life. There would be better eyes, better nerves and better health, better tempers, better habits and better success in life.

These, briefly stated, are some of the reasons why little children should not be confined in a schoolroom four or five hours a day. By the one-session plan they are there only half as long, but receive just as much instruction as they did under the two-session plan. Each class is divided into two sections, one attending in the morning, the other in the afternoon. By this arrangement the teacher has only half as many pupils at any time; these pupils receive twice as much of her time and attention; they are fresh, interested and attentive; they work under the constant guidance of the teacher; and, best of all, they have regularly an unbroken half-day for free play out-of-doors. Although the children are in school only half-time, they do full work. In fact, they do more and better work, because they work intelligently and to some purpose while there, and because they work under more favorable conditions. The air is better, there is less confusion and loss of time, the teacher has less to distract her attention and to dissipate her energies, she teaches more effectively, the pupils are more alert and work more rapidly, mental impressions are more vivid and lasting, all enjoy school better and go home less fatigued. At first some fears were expressed that the afternoon pupils would play so hard during the forenoon that they would come to school tired and dull, and that the afternoon work would be much inferior to the morning work, but nothing of the kind has happened. The afternoon pupils having had their play come wide awake, ready to do their work as promptly and as successfully as the morning pupils. In order, however, to be perfectly fair and to give equal opportunities to all, the two sections change places at the middle of the year, the morning section coming in the afternoon and the afternoon section coming in the morning. One

needs only to observe the two plans in operation to be convinced that, for these children, one session is better than two, and that it is quite as satisfactory in practice as in theory.

Following is the report of the Supervisor of Kindergartens and Primary Schools, whose good sense, cheerful spirit and efficient service I desire to commend:

A year ago the Aldine method of reading was introduced as an experiment in teaching the class entering the first grade in March.

So satisfactory were the results and so great was the enjoyment of the little children in the stories and pictures that all the September classes were started by this method. The primer delights the children, and when it is reinforced by a thorough teaching of phonics, they are able to read readily in any books of similar grade. Oral reproduction is much more spontaneous than formerly; and the dramatization of the stories gives the children freedom and confidence in their oral reading.

The sprightly text and suggestive pictures of the other Aldine readers have had a beneficial effect on the reading in the second and third grades. The recently revised and enlarged list of readers comes at an opportune time. They will add greatly to the interest and lend a needed variety to the practice in reading.

Much may be hoped from all these helps, as well as from the increased time allowed to reading by the reduction of the number program in the second and third grades, and its omission from the first grade. The teaching of phonics is more thorough and systematic. This has increased the children's power of self-help and made silent reading profitable and enjoyable. While reading has always been made the foremost subject in the primary grades, the reduction in the time spent in developing and memorizing number has left not only more time but more attention to devote to reading and language, with a very marked improvement in the results.

The introduction of a spelling-book has awakened an enthusiasm on the part of both teachers and pupils for a subject now put into concrete and systematic form. It has also elicited many expressions of cordial welcome from the parents. As much time and effort as possible is given to oral as well as to written language. This is especially noticeable in the first grade. The penmanship, though generally neat, is not altogether satisfactory. The children in many cases are so seated that it seems impossible for them to write well and sit properly at the same time. Many of the youngest children take their writing lessons on the blackboards, but the blackboards are too high in several of the rooms.

An important source of uplift in the first grade is the plan of having but half of the children come each session. The shortening of the time to stay in school has almost eliminated the need of discipline in these rooms. Little children are always eager for their work for a short time; and only when fatigued do they show symptoms of wilfulness and a disposition to interfere with their neighbors. The additional space and better air are also potent factors. It is to be hoped that the only drawback to this plan, and the only objection to it on the part of parents—the difficulty of allowing the children to be out-of-doors without the protection of their older brothers or sisters, —will be met by the early equipment of suitable playgrounds under proper supervision. Should these be supplied, the first grades would be working under ideal conditions. At the present time the work in the one-session schools, where the plan was first tried, is well up to the average in the city.

The kindergartens have had a prosperous year of growth and achievement. The program has been so modified that much more free play and especially much more out-of-door freedom has been granted the children. The results are excellent, although the visible products of industry have decreased somewhat. If sand-boxes could be provided in the school yards or in nearby parks, the teachers would be enabled to further extend the out-of-door program and also provide better conditions for using the sand than can be had in the schoolroom. An opportunity for a kindergarten garden in each school yard would be a valuable aid. Little children, with the encouragement and companionship of their teachers, are wonderfully patient and persistent cultivators, and they are not cast down by failure like older children. A new garden pleases them quite as well as the old.

There is no falling off in membership or enthusiasm in the mothers' clubs. The mothers show a thoughtful understanding in all that pertains to their children's welfare; while their generous contributions to the adornment of the kindergarten rooms is evidence of their constant and affectionate interest.

The number of mothers' meetings held during last year was one hundred eight, and the subjects brought before these meetings were varied and of permanent value. The number of visits made by the teachers to the homes of the children was four thousand five hundred thirty-five. There is a very close and a very gratifying relation maintained between the home and the kindergarten.

There is need of providing playgrounds for the small children when not in school—especially during the morning session. The

kindergarten children would also be greatly benefited by having a safe place to which they could resort for play and entertainment in the afternoon.

The Cambridge Kindergarten Association is a valuable help to the progress and uniformity of the work. At its bi-monthly meetings the latest ideas in the education of very young children have been presented and discussed, as well as lectures on general literary topics. This club is a voluntary organization and is supported by the kindergarten teachers.

Year by year these teachers hope to send to the first grade many children who are able to observe, to express themselves and to respond to direction. In the case of foreign children the training in English is of the greatest value to the work in the primary schools.

In conclusion, I wish to speak of the loyalty and devotion to the interests of the children displayed by the teachers of primary schools and kindergartens during a most trying period last year, and to acknowledge gratefully the aid I received in my work through their cordial co-operation.

WELLINGTON TRAINING SCHOOL

This school was designed to do an important work for itself and other schools of the city. The intention seems to have been to receive students of good general education and of promising ability, who had some professional training, and to give them for a year a thoroughly practical course in the art of teaching under close and helpful supervision. The plan is a good one so long as all of these conditions are realized. It is of prime importance that the persons received into the training class possess both the natural and the acquired qualifications of a desirable teacher. They should be good scholars, have adequate professional training, be naturally adapted to teaching, have good health, and possess character and manners worthy to be the example of children. They should be carefully selected from the most promising graduates of college, normal and kindergarten training schools. Those, whose qualifications are such that they cannot secure or retain positions elsewhere, should not be accepted. The school is for training persons who already have the requisite qualities of a good teacher. It has no power to create those indispensable physical and mental attributes—health, magnetism, force, sympathy, cheerfulness, originality, good sense and love of the profession, — which mark the dif-

ference between a good and a poor teacher and without which success is hardly possible.

Sufficient salary should be offered the members of the training class to induce first-class candidates to apply, and then the year's work should give them the best possible experience as a preparation for regular positions in the city schools.

Many of our best teachers are called away each year to other cities and good teachers are needed to take their places. Unless such are secured, the general average of our corps will constantly deteriorate until mediocrity or worse becomes the prevailing characteristic. Without a good corps of teachers, an efficient school system is impossible. Much, therefore, depends upon the training school and the practice students who are admitted to it. The same principles should govern the selection of these students as govern the selection of teachers, the first consideration being, what is best for the children.

The report of the Master of the Wellington School follows:

This school was opened in September, 1884, and differs from the other schools in this respect—all the grades, except the eighth and ninth, are taught by young teachers. Their work, however, is done under the immediate supervision of a master and three assistants, who are held responsible for the instruction and management of the school. For several years the seventh grade has been taught by a graduate of the training class.

The object of conducting a school on this plan is to give Cambridge young women who desire to teach, and who have made special preparation for the work, an opportunity to gain experience under conditions favorable to their own success, and without prejudice to the interests of their pupils.

Graduates of the English High School or of the Latin School, who have also graduated from one of our State normal schools, are preferred candidates for the position of teacher in this school. Other persons of equal preparation may be appointed.

The required term of service is one year. Teachers are appointed on probation, and may be excused or dismissed at any time by the master, with the approval of the superintendent.

No teacher is considered a graduate of the school until she is admitted to the graduate class, which is known as Class B.

The money compensation for the first three months, and until satisfactory service is rendered, is at the rate of \$200 a year. For the remaining part of the year it is at the rate of \$250.

Graduates temporarily employed as teachers in this school are

paid at the rate of \$300 a year. Graduates selected to act as substitutes in any school are paid at the rate of \$450.

That the direct influence of the school may be continued, it is the duty of the master, or one of the supervising teachers, occasionally to visit the schools of the graduates who are teaching in Cambridge. The school contains all the grades of the grammar and primary schools, and a kindergarten.

By the Rules of the School Board the superintendent is authorized to employ as many substitutes and temporary teachers as may be necessary to take the places of absent teachers. These teachers are usually assigned to the Wellington School, when not otherwise employed, that there may be at this school a sufficient number of teachers to make it practicable for the members of the training class to visit other schools.

During the year covered by this report, more difficulties occurred to upset the school than usual. The classes had to be distributed to three school buildings away from the district, and four classes had to be crowded into the assembly hall of the Wellington School. The confusion in the home school was augmented to an almost unbearable degree by the noise incident to tearing away the old building which had been partially destroyed by fire, and in building a new structure to take its place. School work done under such conditions is far from satisfactory, and the school suffered in every way through a long period of confusion which extended from February, 1908, to the beginning of the school term in September, 1909, over a year and a half.

During 1908-1909, sixteen young women were admitted to the probation class of the Wellington School. Of this number, five were college graduates, seven were graduates from normal schools and four were graduates of the kindergarten training schools. All of these young women remained during the year, and, with one exception, are now teaching. Eleven have been appointed to regular positions in the Cambridge schools, three are employed as substitute teachers in the city, one is teaching in the Wellington School and one is at work in the college library.

The only time the school hall was used during the year for entertainment purposes was on the evening of June 15, when the ninth grade graduated. The class left as its gift to the school, a set of the New International Encyclopædia in twenty-two volumes. As this class was deprived of the use of the assembly hall in raising money with which to purchase its gift, a debt was incurred which the class promised to liquidate when the hall should be available for their use. This

promise has been kept and the debt has been paid. After paying off the debt, the class had enough money left to buy a stand for the large dictionary, a bust of Shakespeare, and several other small things for the use of the ninth grade room. There are still remaining about seven dollars in the treasury which the class has voted to spend to make the room still more attractive.

One debate on the question,—Resolved, that Lincoln was a greater benefactor to his country than was Washington,—was given by the ninth grade to which the eighth grades were invited. This was a great success and resulted in a score for the affirmative. William C. Bates, Superintendent of Schools, Reverend Robert Walker and Lawrence G. Brooks, Esq., acted as judges.

The Wellington School continues to fulfil the object for which it came into existence, and it expects to be able to do even more efficiently the work of furnishing to young persons who desire to teach, and who have made special preparation for the work, the opportunity of gaining experience under favorable conditions and without prejudice to the interests of their pupils, in its commodious, well-equipped new building, which was completed and occupied on September 11, 1909.

Twenty-five young ladies were admitted to the entering class in September, 1909, and, with one exception, they are still connected with the school.

In October, the Anti-Cigarette League of the Wellington School, held an interesting meeting, which was addressed by Mary I. Vinton and Herbert H. Bates of the school, and Stanley R. Oldham from the Cambridge Young Men's Christian Association. As a result of this meeting, several new members were added to the league.

One evening in October, a meeting under the auspices of the Public School Association, was held to consider what can be done for the backward children. The speakers of the evening were Dr. Fernald of the institution for the feeble-minded at Waverley, and Frederick B. Thompson, master of the Putnam School of this city.

Every Monday morning the pupils of the eighth and ninth grades assemble in the hall for opening exercises. After devotional exercises and music, a short talk, illustrated by the stereopticon, is given by one of the teachers or by the master of the school.

At Christmas time every child in the school went to the hall to recite poems, sing songs appropriate to the time, and to enjoy an entertainment with the stereopticon.

The Wellington Mothers' Club has held monthly meetings in the new kindergarten rooms. At each meeting entertainments of an interesting nature have been provided.

The first quarter of a century in the life of this school has passed into history. May it be able to meet with even greater success in the years to come, than it has in the years that have gone, is the wish of one who has been at the head of the institution from its beginning.

MUSIC

At this time, I do not feel prepared to express an opinion in regard to all of the work in this subject.

Singing, under right conditions, is a most valuable and healthful exercise, and should receive careful attention in every grade. It is the natural expression of a happy mind and enjoyment is a necessary accompaniment, if the best results are to be secured. Children always like it, when the instruction is inspiring and adapted to their powers. Perhaps there is no other school exercise in which the feelings are so largely involved and sympathetic relations between teacher and pupils are so important a factor. The teacher must not only know and appreciate music, but must have the good-will and confidence of the children as well.

The report of the Director of Music follows:—

The New Educational Music Course is used by the regular teachers in the primary and grammar grades, under the supervision of the director of music and his assistant. In the high schools, the music is conducted by the director. Every pupil who is capable of learning to sing is required to give attention to the subject.

In the Latin, English High, and Rindge Manual Training schools forty-five minutes a week are given to the study of musical form and expression as found in choruses, quartettes, etc., from the standard oratorios and operas.

Elementary harmony, counterpoint, and composition have been introduced as elective studies for the first and second classes, and boys as well as girls having a special aptitude for music naturally elect these studies, the only requisite being some knowledge of the piano-forte. Pupils of the fourth year in the English High School may elect harmony in place of astronomy, and those intending to go to a normal school are advised to take the course in harmony.

Two periods of fifty minutes each week are devoted to instruction in scale formation, intervals, and a logical and comparative view of all true chords, in order to give them the power to construct and resolve these chords for themselves.

The study of harmony is carried well into modulation, and the study of counterpoint through the four simple orders or species including both the major and minor modes.

In the Rindge Manual Training School the young men are taught to sustain their parts, without accompaniment, in compositions of four part harmony (first tenor, second tenor, first bass and second bass) the music being selected and arranged for this purpose.

A glee club for young ladies at the English High School, one for the young men at the Rindge Manual Training School, and an orchestra for young ladies and young men at the Latin School are a source of enjoyment and benefit to such as can give the time for practice.

Fifteen minutes a day in the primary and grammar grades are devoted to this study; and pupils in the grammar grades are taught to sing and sustain their parts in reading compositions in two, three and four parts.

Memorizing music is a feature in all the grades, and in the graduating exercises it is expected that the music by the pupils will be sung without notes. To this end rote singing in all the grades forms a part of the instruction. A list of the "Songs We Know" is written upon the blackboard in sight of the pupils, and when new ones are learned, they have the pleasure of adding to the record of their musical possessions.

On the afternoon of May 18, 1909, pupils from the ninth grade, assisted by the high school orchestra, gave a musical festival in Sanders Theatre; and under the leadership of the director of music, rendered the following program:

May Festival

OF THE

NINTH GRADE PUPILS

Of the Public Schools of Cambridge Assisted by
the High School Orchestra in Sanders
Theatre on Tuesday, May 18,
1909, at 3.30 P. M.

PROGRAM

March—"Inspection"	<i>C. W. Bennet</i>
ORCHESTRA	
Hymn to Music	<i>Air "Glorious Apollo"</i>
Overture "Lustspiel"	<i>Keler Bela</i>
ORCHESTRA	
(a) Song of Spring	<i>Eduard Lassen</i>
(b) Prayer from "Der Freischütz"	<i>Weber</i>
(a cappella)	
Farewell to the Forest	<i>Mendelssohn</i>
(a cappella)	
Excerpts from "Faust"	<i>Gounod</i>
ORCHESTRA	
(a) Rocked in the Cradle of the Deep	<i>J. T. Knight</i>
(a cappella)	
(b) Chorale from "Passion Music"	<i>Bach</i>
Message of the River, arr. from "Sonata Pathétique"	
(a cappella)	<i>Beethoven</i>
The Star-Spangled Banner	<i>John Stafford Smith</i>

THE AUDIENCE IS INVITED TO JOIN IN THE CHORUS

The director respectfully suggests that an amount of money be annually applied to supplying new music in the high schools, so that the enthusiasm and interest be maintained; that a proper cabinet for keeping this music be placed in the libraries or other places convenient to the halls; that arrangements be made to have an experienced piano-forte tuner tune all school instruments twice a year, after the fires have been started in the autumn and after they are out in the springtime, and that the halls or rooms where instruments are located be kept at a temperature not lower than 60° Fahrenheit. This would protect the instruments and be an advantage to the city.

DRAWING

Much more should be made of this subject in the High and Latin School. Good courses in both free-hand and mechanical drawing should be offered. The whole time of one teacher can very profitably be employed in this department, and provision should be made for such a teacher next year.

Having every reason to believe that this subject is well-outlined and supervised, I submit, without further comment, the following report of the Director of Drawing for your consideration:

The present plan of the course in drawing and art study had its beginning in 1896-1897. At that time the School Committee voted to discontinue the use of drawing books and to make changes that would bring the study of color into proper relation with other subjects, for example, designing and nature study.

Since that time there has been a tendency to simplify the course by eliminating topics that seemed of the least importance, and to make prominent subjects that are of vital interest in every day life.

By means of a progressive arrangement of lessons and problems, the pupil is lead on through the several grades, along lines of fundamental art principles towards a definite end. The aim is for the attainment of artistic skill, and the power to appreciate beauty in art and in nature as far as possible. This skill and power to appreciate beauty finds its best development in drawing,—drawing from objects, drawing from memory, drawing from imagination. To draw well is appreciation of the thing drawn. These efforts should include nature drawing, designing and decoration of objects, mechanical drawing and lettering.

How deeply it is practical to enter into these subjects in the elementary schools the existing conditions will largely determine, for example,—the powers of the children, the equipment of materials

and models, the lighting of the rooms, the amount of time, etc. The time allowed for this subject in the primary and grammar grades is about four months of school time. This would be a very short time in which to attempt an elaborate art course but not too short for some valuable achievements. Our teachers have been very successful in carrying out this course. They have voluntarily sacrificed much of their time to make themselves proficient in the work. Their genuine interest finds enthusiastic response in the children throughout the schools.

For a large majority of the children, drawing and art study terminates with the grammar school. The opportunity for continuing the subject in the English High School has been much improved this year. Here is carried forward to a higher plane some of the ideas that were started in the lower grades. The course here is in the formative stage and can readily be given the trend and fullness desired. Modeling and drawing from life are worthy subjects for the high school. Some practical forms of applied art, such as leather work, should be encouraged.

Two days of my time each week are given to the English High School and three days to the work in the grammar schools. The number of pupils in my high school classes is fifty-six. These take art as an elective study and nearly all of them have two lessons a week. Miss Jennison, the assistant in drawing, gives half of two mornings each week in the English High School. The pupils in her class take drawing as a required study in the domestic science course. The remainder of Miss Jennison's time is given to the primary schools and to some of the fourth and fifth grade classes.

The Evening Free-hand Drawing School has had a good attendance in the advanced class, but the entering class has not been as satisfactory in regard to attendance as in former years. For a number of years the attendance in the drawing classes has been rather small. The decline dates back to the time when the wood working and machine shops were opened for evening work, and when other drawing classes were formed elsewhere in the city. The quality of the work this year is fully as satisfactory as in any previous year.

Miss Jennison urges that colored crayons be supplied to the primary grades on the ground that children can be taught form best in connection with color. Many of the teachers would like the crayons because they make pretty work and because they are used in other towns. Others think the crayons would add greatly to their troubles because they break so easily.

Colored crayons would be valuable in place of colored tablets which are now used in the primary color lessons and also for decorative designs. It would be quite an item of expense to supply all the primary grades, but if it was done in one or two buildings when the colored tablets become worn out, it would give time for observation.

It is desirable that the tinted paper now used for construction and cutting should be of a larger size and of a different color. Additional scissors are needed for this work. Each building should have at least one complete set of fair quality.

Hard and soft pencils are needed for the different kinds of drawing, such as geometrical drawing, shading, etc. In all the grades, except the sixth, only a soft pencil is furnished. It would scarcely be more expensive if a hard pencil was also supplied in the other grammar grades. It is no small task for a teacher to sharpen the pencils for forty or fifty pupils with an ordinary knife. There should be one or more pencil sharpeners of good quality in each building.

Much trouble and material would be saved if each room in the grammar grades was supplied with a set of palettes. At present one set is used by three and in some buildings by four classes. It is about ten years since our aluminum palettes were put in use, and most of them are still serviceable. If each teacher was responsible for a set it would probably last fifteen years. Likewise compasses for the sixth grade should be supplied for each room. There is considerable difficulty in keeping a set of compasses in working order when used by several classes. There should also be one or two extra sets in each building for the use of the upper grades.

A change in the quality of the rulers when new ones are purchased is also desirable. Paper rulers may be worth considering for the lower grades.

The fittings in the drawing room of the high school are inadequate for the large number that use it day and evening. Lockers for the use of pupils could be built against the walls below the blackboards. This would remedy the unsightliness of boards placed against the walls all around the room.

The need of some new casts has been felt for a long time. Both the day and evening classes would be benefited by a few well-chosen casts. In nature drawing much difficulty is experienced in securing specimens in some sections of the city. If the park commissioners could be prevailed upon to permit the teachers to use the prunings and perhaps some of the flowers it would greatly facilitate the nature lessons. This has been granted to the English High School for a

number of years. What would be still better would be the raising of suitable flowers for spring and autumn lessons on the school grounds. This would stimulate the interest for nature and art.

SEWING AND MANUAL TRAINING

Formerly sewing was taught for forty minutes a week in the fourth, fifth, and six grades and the instruction was generally confined to practice upon certain stitches, no practical application being made of the knowledge acquired. At the opening of the fall term it seemed best to teach the subject in the three upper grades of the elementary schools and to give more time to it—one hour a week in the seventh grade and two hours in the eighth and ninth. In these grades, the girls are old enough to learn readily the common stitches and to apply them at once in making simple articles of clothing. When the course is completely developed, it is expected that most, if not all of the girls, will learn not only how to make but how to cut and fit in a creditable way all their plain garments before graduating from the grammar school. This plan introduces a practical end which appeals strongly to the girls and supplies a motive which stimulates their best effort. The course will include not only plain hand sewing but some fancy stitches and experience in the use of the machine. At present, the girls are providing the cloth from which the garments are cut and made at school. From the first, both the girls and their homes have shown great interest in this work and the results have been most encouraging in every respect. It will take about two years more to develop the course fully and to show all its possibilities and advantages. Too often in the discussion of educational needs and plans our thought seems centered upon the boys, the girls being almost wholly left out of our consideration. This is certainly a mistake, for the rights of the girls in the public schools are just as much entitled to consideration as those of the boys. It is vitally important that the girls be well prepared to take their places in the life of the community—that their education fit them to do efficiently their part of the world's work, especially that part which falls within the home. Domestic science and household arts are an essential part of their training, and these subjects should be as generously provided and as well taught as the industrial and mechanic arts for boys. Suitable beginnings should be made in the elementary schools to be followed by much broader courses in the high school. The educational needs of girls are not the same as those

of boys. Our duty is to see that both receive the most appropriate training we can provide and that both shall have equal opportunities.

Although the manual training for the boys in the elementary schools has been somewhat extended during the year, it is given in only two schools, the Putnam and the Roberts. Additional equipment, however, has been purchased and it is hoped that six shops may be running regularly on full time before the end of another year. The plan is to give the boys of the three upper grades shop-work while the girls are taking sewing in the classroom. With a shop in each of the six or seven largest grammar schools it seems possible to arrange to accommodate all of the boys in these grades. Provision has already been made to open one more shop on full time at the beginning of the spring term. When the plan for the grammar schools is completely developed, the elementary course in wood-work in the Rindge Manual Training School can be displaced either by a more advanced course or by some other desirable course, without additional cost.

The educational atmosphere is full of industrial or vocational training and no well-conceived school report will fail to mention it this year. I have little to say, however, because our immediate work is to organize our present educational machinery into a more efficient system if possible; and because the problem of industrial education seems to be waiting for a satisfactory solution. When that solution is found, I feel sure it will not largely displace the present academic work but supplement it, and that it will take the form of general and systematic motor training beginning when the child enters school, rather than specific trade instruction beginning at the age of fifteen or sixteen. The fundamental mistake of the past has been in failing to recognize adequately the physical side of education and to provide for it during all the years of school life. When one has secured a normal, healthful development of his body and a good general mastery of his muscles, he is prepared to turn his hand readily to any manual art and to acquire skill with ease.

PHYSICAL TRAINING AND THE PLAYGROUND

In the public schools of this city there is no provision for the regular and systematic physical education of all the pupils. Outside of the little time given to calisthenics and some incidental physical exercise for the comparatively few boys in the manual training classes, physical development receives no attention in the elementary schools. The girls of the high schools are the only pupils, a few hundred

out of over seventeen thousand, for whose physical needs there is any special provision. This certainly is a very serious defect. As I see it, public education ought to begin with the playground and to end with the library. It should begin in motor expression and end in intellectual and spiritual expression, and the transition from the predominance of muscle to the predominance of mind should be gradual in the course of training. It is not necessary to discuss the importance of the body and of good health in the work of life—the part they play in efficient and happy living—nor the economic significance of sickness and physical weakness, for they are apparent to every thoughtful person. Many, who have carefully considered the matter, are thoroughly convinced that the right development and education of human beings cannot be secured from books and schoolroom methods alone, that man is more than intellect and that healthy growth and complete education require some quite different agencies from those in general use. The very close relation of mind and body is only beginning to be appreciated by educators. They are learning, however, that without physical activity mental development is impossible, that the first and best tutor of the mind is the body. Brain and muscle instead of being mutually antagonistic are mutually complementary and form an indispensable union in the complete development and education of man. When men were taught to neglect and despise their bodies, not only physical but mental degeneracy began and the dark ages naturally followed. In the development of the race and of the individual, mind and body have always served and taught each other. It is only when both receive appropriate care and training that man appears at his best. Poets and artists have not been wont to clothe their gods and heroes in physical weakness and ugliness, but in strength and beauty, and the modern psychologist knows there is in this more than a poet's fancy.

Jacob Riis once said "You can never make more than half a man out of half a boy." He might have added that a boy without good physical development is never more than half a boy. The salvation of the boy has been, that he has generally insisted upon considerable physical exercise, even if secured in unwise and troublesome ways.

The statutes require that tuberculosis and its prevention shall be taught in all grades of the public schools. It is a wise precaution, provided the teaching is made concrete and effective by appropriate physical training. Academic instruction alone will accomplish little. Upon the minds of children, such instruction produces only vague and

unmeaning impressions, until the precepts are enforced and vitalized through practice and the formation of hygienic habits,—until an interest in their own physical development has been aroused and an ambition to possess a strong, active body has been awakened. Boys and girls, who have been thus taught and inspired, are most loyal to instruction and to the laws of health. They will do more to reform their parents and to improve home conditions in regard to food, cleanliness and pure air than all other agencies combined. To produce strong, active disease-resisting bodies, regular physical exercise in the open air and sunlight, especially during the growing period, is absolutely necessary. To complete the education of boys and girls and give them the best possible preparation for the stress of life in every field, intellectual and moral as well as physical, the playground and gymnasium are needed to supplement the school. It is in play alone that the whole child may be seen in action. The playground and the school-house, being complementary factors in education, belong together.

A department of physical education, in charge of a competent director, should be added to our school system in the near future, and a well-graded course in physical training should become a part of the required school work. There should be an out-of-door recess, both in the morning and in the afternoon, devoted to active play under the supervision of the teachers. The time thus spent actually increases the efficiency of the schools, because all, returning to their rooms refreshed, work more earnestly and more enjoyably. Nothing stimulates mental activity so much as good brisk play. Physical exercise is an indispensable condition to the best intellectual development. In fact, physical training is also mental training. The playgrounds and the periods of relaxation should bring to all of the pupils in the public schools training of the highest value, because it touches every phase, not only of the individual life but of the life of the community. We ought to give serious attention to the physical needs of the school children. The very positive approval of the public playground by the citizens of Cambridge, should speedily lead to some tangible results.

Although the summer playgrounds have had no connection with the public schools, it does not seem out of place to include in this report the following report prepared by Mrs. Helen L. Brooks:

The work of the summer playgrounds in 1909 seemed to have especial significance in view of the fact that the Playground Referendum Act had been adopted by a large majority, the vote being 10,131 in favor, and 869 against.

These playgrounds have been heretofore carried on by private subscription as an object lesson until they should be taken by the city.

Last summer there were eleven playgrounds. At first sight that would appear to be a falling off from 1908, when there were twelve. But this is not so, the explanation being that the boys were taken from the Sargent school yard to Cambridge Field where the opportunities for sports were better. Their director worked with Dr. J. G. Smith, who had charge of the Cambridge Field boys, thus conducting one playground with two sets of boys.

Four playgrounds for girls and younger children were in the school yards of the Gore, Parker, Tarbell and Taylor schools, and seven were in public parks,—three for younger children in Rindge Field, Cambridge Field and Broadway Park, and four for boys from ten to fifteen years of age in Rindge Field, Cambridge Field, the Front and Captain's Island.

Two of the school yards, where there were playgrounds last year, were not used this year because it seemed more important to place directors in Cambridge Field, since in that way, more children could be reached. The Lassell and Riverside school yards were reluctantly given up and the money which would have been expended on directors there, was used to place directors in Cambridge Field.

The committee on playgrounds considers it very important to have playgrounds in the school yards. They are scattered all over the city and experience has shown that the younger children will not go regularly very far from home to play. The larger playgrounds provides for the older children and the young children living in the immediate vicinity.

The city provided sand-boxes in the playgrounds for the younger children and allowed the use of one room in each schoolhouse where the yard was used as a playground. It also allowed the use of the two shelters in Cambridge Field and Rindge Field. Efforts were made to have the city place an open shelter over the sand-boxes in Cambridge Field, they being useless when exposed to the blazing sun. This was not accomplished, but doubtless will be this summer when the city takes the responsibility of the playgrounds. The playgrounds were opened July 12, and were kept open eight weeks. There were two sessions of two and a half hours each, five days a week. The attendance approximated one thousand five hundred children. The cost of maintenance was \$1,626.32, making the cost for each child less than \$1.27.

There was a superintendent for each division. Miss Mary J. Sheehan was superintendent of the younger children for the first four

weeks. When she was obliged to leave, Mrs. Nellie F. Walker was appointed in her place for the last four weeks. Mr. F. L. Candee was superintendent of the boys' playgrounds.

Each playground had a director. For the younger children there were three extra teachers who went from yard to yard teaching industrial work or helping with the games. The public library loaned suitable books.

Before the opening of the boys' playgrounds notices were sent to the teachers of the different grades in the neighboring grammar schools informing the scholars of the playgrounds to which they would belong on the day of opening.

Athletic games being for the most part the popular choice, careful schedules of base-ball games and track meets for inter-playground competition were made at the beginning of the season.

Conferences were held weekly by the directors and superintendents of both divisions, in which the work was discussed and planned. In the younger division an effort was made to grade the work according to age and ability and to vary it, to give the children new work before they tired of the old, and to conduct the games so that they might not weary of them.

An exhibition of the children's work was held during the last week. From every playground there were many neatly made articles, showing a great variety of occupations. There were also exhibitions of games and folk-dances.

These exhibitions were well attended by the parents, and were closed in the different playgrounds by marching with flags, singing patriotic songs and saluting the flag.

The older boys, who had formed themselves into the Cambridge Playground League, held their final contests the last week. There were two field days, one for the younger boys, who had games, potato races, etc., and one for the older boys, who had inter-playground track athletics.

Since the beginning of playground work in Cambridge, there has been a great change in the attitude of parents and neighbors towards the playgrounds and in the conduct of the children themselves. There is much greater interest and co-operation.

The committee on playgrounds considers the success of the playgrounds due to the enthusiastic work of well-trained and faithful superintendents and directors.

The experience of all playgrounds shows that adequate supervision is necessary to success. This has been clearly illustrated in

Cambridge Field where great numbers of children played last summer. Previously, except on days when match games were played, it was little used by the younger children. The committee had placed directors for the older boys there with success for several summers, but when a director was placed there last summer for the girls and younger children, they flocked to the field.

The people have voted that the city shall provide playgrounds. The children have developed the right spirit towards the playgrounds. The question now before the city is how best to make these playgrounds the strong influence they should be in helping to make these children future good citizens.

THE FRESH-AIR SCHOOL

Early in April the first Fresh-Air School for the special care and instruction of delicate children will be ready to begin its important and much-needed work. In the establishment of this school the Cambridge Anti-Tuberculosis Association has been much interested, and great credit is due that association for its generous contributions of time, money and helpful suggestions.

The School Committee has made the necessary appropriation to remodel entirely a dwelling house on Winsor Street, near Broadway, and to furnish it suitably for its special use. On the first floor are the kitchen, dining-room and reception-room; on the second, the school-room and lavatories. The southern wall of the schoolroom has been removed and glass doors have been substituted so that this whole side can be open to the air at all times when the school is in session. There are ample grounds for play and for school gardens adjoining the building and owned by the city.

It should be clearly understood that the school is not for children suffering from tuberculosis, but for frail, anæmic or ill-nourished children who are peculiarly susceptible to the attack not only of tuberculosis but of other diseases.

While careful instruction in the regular school subjects will be provided, special attention will be given to the health and physical needs of the children. The open air, nourishing food at frequent intervals, personal cleanliness, appropriate exercise followed by periods of rest, are the agencies to be employed. The daily program will differ much from that of the ordinary school and the constant effort of those in charge will be to establish hygienic habits and to build up the general health of the pupils.

The school can care for only twenty-five children, therefore, those most in need of its privileges, will first be selected from various parts of the city. Children living at a long distance from the school will be provided with transportation on the street cars. We sincerely hope the time will soon come when all children who need the advantages of such a school can have them.

SIGHT AND HEARING TESTS

The annual tests of the sight and hearing of the school children, except those in the first grade primary and kindergarten classes, were made in October. Parents of children found seriously defective were notified as required by law and many of the cases reported have received professional treatment. The percentage of defectives was somewhat smaller this year than last, the per cent of defective eyes being twenty instead of twenty-three, and the per cent of defective hearing being three instead of four.

The results of the examinations were as follows: Number enrolled 15,876; number examined, 12,747; number defective in sight, 2,521; number defective in hearing, 357; number of parents notified, 1,781.

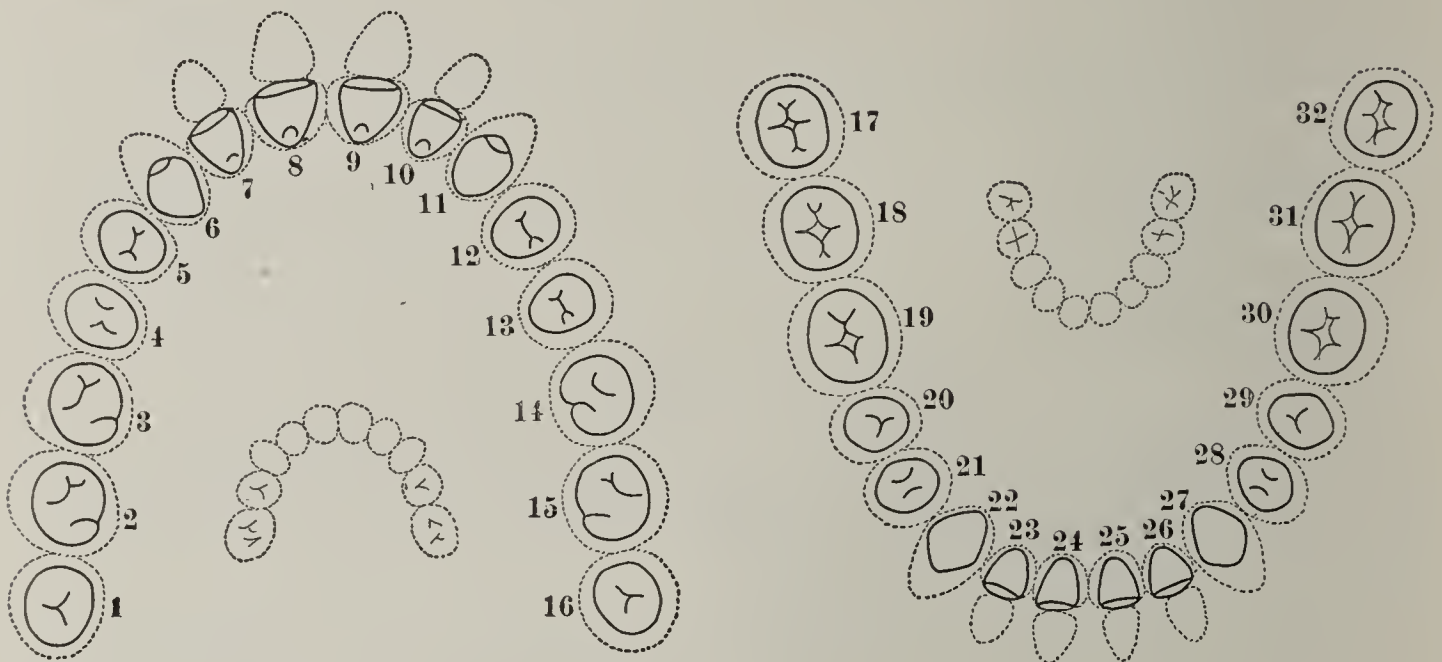
EXAMINATION OF THE TEETH OF THE SCHOOL CHILDREN

In February a petition, signed by over forty practising dentists of this city, was received requesting that they be allowed to make and record the examination of the teeth of the school children in one or more districts, in order to show the exact condition of their teeth and to acquaint their parents with the facts. The petition was granted and a small appropriation was made by the School Committee to equip a room in the Wellington School on Columbia Street, near Cambridge, with several dental chairs and the necessary instruments.

The examination is made by local dentists entirely free of charge, and a card, similar to the following, properly marked and filled out, is given to each child in need of professional treatment.



.....*School.*
Pupil.....*Age*.....
Parent.....
Address.....



NOTICE TO PARENTS.

..... has been examined by me and found to have teeth which must be attended to. You are advised to apply at once to your family dentist for treatment. If circumstances do not permit consulting a dentist at his office, the child will be treated at cost, at the Harvard Dental School Infirmary, Longwood Avenue, cor. Wigglesworth Street, Brookline, Monday, Tuesday, Wednesday and Friday mornings at 9 o'clock, and every afternoon at 2 except Saturday; or at the Tufts College Dental School Infirmary, 416 Huntington Avenue, Boston, every morning at 9.

..... D.M.D.
Examining Dentist.

DENTAL DEPARTMENT OF THE CAMBRIDGE PUBLIC SCHOOLS

As the germs of Consumption get into the body through decayed teeth, all decayed teeth must be attended to at once.

DIRECTIONS FOR THE CARE AND USE OF THE TEETH.

- 1.—The teeth should be thoroughly brushed after each meal, and especially before going to bed.
- 2.—A tooth powder used on the brush helps to clean the teeth.
- 3.—The slow and thorough chewing of all food helps to preserve the teeth and keep the mouth in a healthy condition.
- 4.—Children's teeth must be examined by a dentist at least twice a year.

EVENING SCHOOLS

There are eight evening schools,—one industrial school, two drawing schools, one high school, and four elementary schools. In accordance with the Rules of the School Board, there are two terms of the evening schools. The first term begins on the second Monday of October and continues every Monday, Wednesday, and Friday evening until the end of the week before Christmas. The second term begins on the first Monday, Wednesday or Friday evening after the opening of the day schools in January, and continues thirty-five evenings. The sessions begin at half past seven o'clock and continue two hours. No session is held on the evening of a holiday, or during the vacations of the day schools.

The Evening Industrial School is held at the Rindge Manual Training School building, and offers courses in machine shop work, wood-turning, pattern-making, forging and foundry work. The head master of the Rindge Manual Training School is principal of the school.

The Mechanical Drawing School occupies three rooms in the Washington building and is also under the charge of the head master of the Rindge Manual Training School. This school provides two courses in drawing,—a three years' course in machine drawing, and a three years' course in architectural drawing.

The Free-hand Drawing School occupies one room in the English High School building and is under the supervision of the director of drawing for the day schools. This school offers a three years' course in free-hand drawing which includes drawing from a life model. Diplomas are given to graduates of both drawing schools.

The Evening High School is held in the English High School building and offers a three years' course of instruction in the following subjects: Commercial arithmetic, bookkeeping, algebra, geometry, stenography and typewriting, English composition, English literature, civics, history, Latin, French and German. Diplomas are given to graduates of the three years' course.

The evening elementary schools occupy rooms in four of the grammar school buildings, the Putnam, Roberts, Shepard, and Webster. Reading, writing, arithmetic, geography, language, history, and bookkeeping are taught in these schools in classes, so far as classification is possible, but a large part of the work is individual. No definite course is arranged, but an opportunity is offered to pupils to prepare to enter the Evening High School, and certificates are given to those who are qualified to begin work in that school. In

addition to the subjects given above, classes in civil service, sewing, dressmaking, millinery, wood-working, and mechanical drawing are formed when a sufficient number express an intention to take any one of these courses.

The Evening Industrial School, the two drawing schools, and the classes in dressmaking and millinery in the four elementary schools were carried on by the School Committee under the direction of the Massachusetts Commission on Industrial Education during the years 1907-1908, and 1908-1909.

Under the direction of the Commission, on January 18, 1909, in addition to the classes in sewing already formed, a class of fourteen girls, from fifteen to seventeen years of age, was opened in the Putnam Evening School to learn the dressmaking trade. Two evenings a week were given to the study of cutting, fitting and sewing, and to the study of the texture of cloths. One evening was given to the study of designing, drawing, color and color harmony. This class was continued until the close of the school in March.

The statistics and cost of the evening schools for the year 1907-1908 were given in the school report for 1908, the financial year being from December, 1907, to December, 1908.

The statistics and cost of the evening schools which opened October 12, 1908 and closed March 29, 1909, are given in the following tables, the financial year being from April 1, 1908 to April 1, 1909, a change made necessary by the adoption of a new city charter. These tables include the statistics and cost of the industrial schools and classes which were carried on under the direction of the Massachusetts Commission on Industrial Education.

The following table shows the attendance at the evening schools for the year 1908-1909:

	Number Registered	Average Attendance	Average No. of Teachers*	Average No. of Pupils to a Teacher	Number of Graduates
Industrial School....	98	56	4	14	..
Mechanical Drawing..	104	51	4	13	8
Free-hand Drawing ..	53	23	2	12	3
High School.....	298	171	11	15	20
Putnam School.....	819	312	24	13	30
Roberts School.....	867	315	23	14	39
Shepard School.....	215	107	9	12	14
Webster School.....	326	142	10	14	21
Total.....	2,780	1,177	87	13	135

* The principals and curators are not included in these averages.

The following table shows the cost of the evening schools for the year 1908-1909. The cost per pupil is based on the average number belonging:

	Cost of Instruction	Cost of Text-books and Supplies	Cost of Light, Fuel, and Janitors	Total Cost	Cost per Pupil
Industrial School....	\$1,345.00	\$401.50	\$639.32	\$2,385.82	\$44.96
Mechanical Drawing..	836.00	70.33	203.60	1,109.93	21.76
Free-hand Drawing..	455.00	45.95	56.30	557.25	24.22
High School.....	1,649.00	141.26	562.79	2,353.05	13.76
Putnam School.....	2,613.00	120.27	533.46	3,266.73	10.47
Roberts School.....	2,566.50	60.14	582.00	3,208.64	10.18
Shepard School.....	1,165.00	13.06	200.23	1,378.29	12.88
Webster School.....	1,229.50	84.83	257.50	1,571.83	11.07
Total.....	\$11,859.00	\$937.34	\$3,035.20	\$15,831.54	\$13.96

The statistics and cost of the evening schools for 1909-1910, which opened October 11, 1909 and closed March 23, 1910, are given in the two following tables. All of the evening schools and classes this year were carried on under the direction of the School Committee.

The following table shows the attendance at the evening schools for the year 1909-1910:

	Number Registered	Average Attendance	Average No. of Teachers*	Average No. of Pupils to a Teacher	Number of Graduates
Industrial School....	111	59	4	15	..
Mechanical Drawing..	114	55	4	13	10
Free-hand Drawing..	45	24	2	12	6
High School.....	322	161	10	16	13
Putnam School.....	781	295	22	13	37
Roberts School.....	815	284	22	13	41
Shepard School.....	192	101	8	12	21
Webster School.....	336	111	9	12	26
Total.....	2,716	1,090	81	13	154

* The principals and curators are not included in these averages.

The following table shows the cost of the evening schools for the year 1909-1910:

	Cost of Instruction	Cost of Text-books and Supplies	Cost of Light, Fuel, and Janitors	Total Cost	Cost per Pupil
Industrial School....	\$1,300.00	\$287.63	\$687.05	\$2,274.68	\$38.55
Mechanical Drawing..	842.00	21.84	218.53	1,082.37	19.68
Free-hand Drawing..	407.00	55.64	50.40	513.04	21.38
High School.....	1,597.00	88.10	563.99	2,249.09	13.97
Putnam School.....	2,537.00	42.83	440.35	3,020.18	10.24
Roberts School.....	2,499.50	45.25	491.16	3,035.91	10.69
Shepard School.....	1,139.00	12.94	182.24	1,334.18	13.21
Webster School.....	1,133.00	59.60	227.80	1,420.40	12.79
Total.....	\$11,454.50	\$613.83	\$2,861.52	\$14,929.85	\$13.70

VACATION SCHOOLS

The vacation schools for the summer of 1909 opened on Tuesday, July 6, in the following school buildings: the Rindge Manual Training, the English High, the Putnam, Roberts, Shepard and Webster, and continued for five weeks, closing on Friday, August 6.

There were two sessions of two hours each for five days in the week, one division attending the first two hours, and another the last two hours. At the beginning it was found necessary, on account of the large numbers in the divisions, to have a division in sloyd and another in cooking in the afternoon, but as the numbers decreased, all of the divisions were cared for in the morning.

One thousand three hundred sixty-two cards were issued from the office to pupils from the grammar grades in any school in the city. After the first day any pupil from a grammar grade was allowed to enter without a card. The cards were given in order that the pupils might know which school to attend, and be able to begin work the first day.

One thousand five hundred twenty-one pupils were registered during the term, and the average attendance was one thousand twelve, an increase of one hundred five over the preceding year. The interest in the schools continued until the close of the schools, in spite of the very hot weather, as the attendance on the first Friday was twelve hundred sixty-seven, and on the last Friday, nine hundred thirty-four.

The older pupils were given a choice of either basketry, cooking, sewing or sloyd. The younger pupils were given lessons in water-

color painting, reading, writing, and in many other kinds of work that were pleasing and profitable to them. Trips were taken to Agassiz Museum and to other places of interest.

Five teachers of sloyd were employed, two of basketry, two of cooking, nine of sewing, one of music, and nine with the younger pupils, a total of twenty-eight. The teachers of the younger pupils held several meetings to discuss the best methods to keep the children happy and contented in their work, and at the same time to make the summer profitable to them.

The following table shows the number in attendance at each school, and the line of work in each:

SCHOOLS	Subject	Number Registered	Average Attendance
Rindge Manual Training School.....	Sloyd.....	102	68
English High School.....	Academic...	85	57
	Basketry....	82	59
	Cooking....	112	63
	Sewing.....	56	36
	Sloyd.....	63	47
Putnam School.....	Academic...	102	66
	Sewing.....	85	61
	Sloyd.....	39	22
Roberts School.....	Academic...	259	161
	Sewing.....	62	41
	Sloyd.....	60	36
Shepard School.....	Academic...	89	61
	Sewing.....	67	50
Webster School.....	Academic...	149	90
	Sewing.....	109	94
Total.....	.....	1,521	1,012

The following table shows the number registered in each subject with the average attendance:

	Number Registered	Average Attendance
Academic.....	684	435
Basketry.....	82	59
Cooking.....	112	63
Sewing.....	379	282
Sloyd.....	264	173
Total.....	1,521	1,012

The cost of the vacation school was \$1,453 for salaries of teachers, \$160 for salaries of janitors, and \$186.35 for supplies, a total of \$1,799.35 or of \$1.77 per pupil based on the average attendance.

TRUANT OFFICERS

The city is divided into four districts, and to each of these districts a truant officer is assigned. Among their duties are the following: To visit each school at least once a day, unless otherwise directed by the agent of the Board; to prevent children from loitering about the school premises; to notify the teachers of all cases of contagious or infectious diseases reported by the board of health; to attend the evening schools when so directed by the agent; to assist in the preservation of order, and to visit places of business where children are employed, to see that none are employed unlawfully. They make all complaints at the district court for truancy, and take boys to the Middlesex County Truant School when they are sentenced.

The work of the truant officers is carried on under the supervision of the agent of the Board, whose duty it is to consider all cases of truancy, of persistent violation of the rules of the schools, of juvenile vagrancy, of unlawful detention from school, of neglect by parents; and of any failure on the part of pupils or parents to comply with the rules of the school board or the public statutes relating to school attendance. It is also the duty of the agent to direct the officers to make complaints; to certify to the records in these cases when presented before the district court; and to exercise such supervision of the boys who are sent by the court from Cambridge to the truant school as may be allowed under the statutes.

The following is a summary of the work of the truant officers during the school year from September 1, 1908 to July 1, 1909:—

Whole number of absences investigated	12,534
Truancy, first offence	580
Truancy, third offence	151
Truancy, fifth offence or more	217
Complaints at court	26
Children put on probation	7
Sentenced by the court	19
Children found wandering about the streets	84
Such children sent to school	68
Visits to mercantile or manufacturing establishments	294
Children employed without certificates	17

The truant officers have also supervised the taking of the school census. The statistics of the private schools obtained by one of the

officers show that there are ten private schools in the city, which receive \$48,025 for tuition, and five parochial schools. The following is the number of pupils in these schools:

Parochial schools	3,772
Private schools	356
	<hr/>
Total number of pupils not in public schools	4,128

In conclusion, I wish to acknowledge my great obligation to the many citizens of Cambridge, who, by their thoughtfulness and kindness, have done so much to make my first year in this city a pleasant one; and to express my deep appreciation of the cordial reception and hearty co-operation of the teachers, who have done so much to ensure the success of our united efforts.

Respectfully submitted,

FRANK E. PARLIN,
Superintendent.

In School Committee, April 22, 1910.

Ordered, That the reports of the President of the Board and the Superintendent of Schools as presented by them, be adopted as the annual report of the School Committee for 1909-1910.

SANFORD B. HUBBARD,
Secretary.

MEMBERS OF THE SCHOOL COMMITTEE FOR 1909-1910

JOSEPH H. BEALE	FRED A. McMENIMEN
*JEREMIAH F. DOWNEY	J. HENRY RUSSELL
FLORENCE LEE WHITMAN	

* Resigned October 22, 1909.

· STATISTICS

FINANCES

For the financial year from April 1, 1909, to April 1, 1910.

RECEIPTS.

Amount received from the tax levy under the City Charter	\$520,489.70
Amount received from tuition, etc.	7,631.14
Total amount available for school purposes	<u>\$528,120.84</u>

EXPENDITURES.

AMOUNT EXPENDED BY THE SCHOOL COMMITTEE.

Cost of instruction, day schools	\$389,919.31
Cost of instruction, evening schools	11,454.50
Cost of care of buildings, including heat and light	71,995.81
Cost of text-books and supplies	24,103.90
Cost of sloyd outfits	1,750.00
Expended for the care of truants	2,828.62
Expended for the care of flags	127.17
Expended for incidental expenses	1,723.46
Expended for transportation of pupils	327.00
Expended on vacation schools	1,799.35
Expended for repairs on buildings, furniture, etc	21,604.20
Expended for tuition of Cambridge pupils in Boston Trade School for Girls	403.76
Rebate on tuition	9.00
Total amount expended by the School Committee	<u>\$528,046.08</u>
Balance unexpended	\$74.76

AMOUNT EXPENDED ON SCHOOL BUILDINGS BY THE CITY COUNCIL UNDER THE DIRECTION OF THE SUPERINTENDENT OF PUBLIC BUILDINGS.

Expended on the Wellington School, alterations	\$49,358.71
Expended on the Webster School, land and building	24,605.71
Expended on the Lassell School, fire damage	431.87
Expended on the grounds of the Morse School	100.00
Expended on the Thorndike School	57.00
Expended for land on Winsor Street	3,500.00
Total amount expended on land and buildings	<u>\$78,053.29</u>

COST OF INSTRUCTION IN THE DAY SCHOOLS.

Salaries of teachers, superintendent, supervisor, agent, clerks, and truant officers.

Year	*Number of Teachers in December	Number of Pupils in December	Average Number of Pupils for Year Ending in June	Total Cost	Cost per Pupil
1902	417	14,747	14,244	\$343,787 00	\$24 14
1903	428	14,935	14,397	349,179 80	24 25
1904	435	15,075	14,454	356,406 89	24 66
1905	447	15,364	14,606	366,448 39	25 09
1906	455	15,475	14,907	377,343 02	25 31
1907	460	15,580	14,957	385,927 00	25 80
1908	454	16,019	15,214	374,000 99	24 58
1909	457	15,895	14,465	389,919 31	25 21

COST OF THE DAY SCHOOLS.

Cost of instruction, of text-books and supplies, of incidental expenses, of the care of truants, of the care of schoolhouses, and of the transportation of pupils.

Year	*Number of Teachers in December	Number of Pupils in December	Average Number of Pupils for Year Ending in June	Total Cost	Cost per Pupil
1902	417	14,747	14,244	\$427,356 71	\$30 00
1903	428	14,935	14,397	429,554 39	29 84
1904	435	15,075	14,454	450,310 44	31 15
1905	447	15,364	14,606	462,412 09	31 66
1906	455	15,475	14,907	464,529 43	31 16
1907	460	15,580	14,957	488,636 18	32 67
1908	459	16,019	15,214	477,286 82	31 37
1909	457	15,895	14,465	489,712 68	31 66

* The unassigned teachers are not included in the number of teachers in December, of whom in 1905, 1906 and 1907, there were four, in 1908, five, and in 1909, nine.

COST OF INSTRUCTION IN THE EVENING SCHOOLS.

Year	Drawing	Industrial	High	Elementary	Total
1905	\$1,491 00	\$180 00	\$1,709 00	\$6,436 00	\$9,816 00
1906	1,647 00	788 00	1,830 00	7,440 50	11,705 50
1907	1,274 00	831 00	1,380 00	5,587 00	9,072 00
1908	1,342 00	1,474 00	1,839 00	7,980 00	12,635 00*
1908	1,291 00	1,345 00	1,649 00	7,574 00	11,859 00†
1909	1,249 00	1,300 00	1,597 00	7,308 50	11,454 50

* Cost of nstruction for 1907-1908, the financial year being from December 1, 1908 to December 1, 1909.

† Cost of instruction for 1908-1909, the financial year being from April 1, 1908 to April 1, 1909.

COST OF INSTRUCTION
From April 1, 1909 to April 1, 1910.

Schools and Officers	Cost of Instruction	Average Number of Pupils	Cost per Pupil
Latin School.....	\$25,734 91	500	\$51 46
English High School.....	27,754 19	552	50 28
Rindge Manual Training School.....	31,304 40	538	58 19
Training School (Teachers).....	15,948 24	681	23 42
Grammar Schools (except Training School)..	148,902 12	7,044	21 14
Primary Schools (except Training School)..	89,869 90	5,385	16 69
Kindergartens.....	19,915 43	765	26 03
Directors of Music.....	2,850 00	.....	.....
Directors of Drawing.....	2,829 00	.....	.....
Instructor in Physical Training.....	950 00	.....	.....
Teachers of Sewing.....	2 366 00	.....	.....
Substitute Teachers.....	3,936 20	.....	.....
Unassigned Teachers.....	2,666 00	.....	.....
Superintendent.....	3,500 00	.....	.....
Supervisor of Primary Schools.....	1,350 00	.....	.....
Secretary and Agent.....	2,829 67	.....	.....
Clerks.....	1,575 00	.....	.....
Porter.....	700 00	.....	.....
Truant Officers.....	4,002 00	.....	.....
Rindge Manual Training School, summer sessions for Harvard students.....	800 00	.....	.....
Tuition paid to Belmont for Cambridge pupils.....	136 25	.....	.....
Total.....	\$389,919 31	15,465	\$25 21

Cost of instruction in Evening Drawing Schools	\$1,249 00
Cost of instruction in Evening Industrial School	1,300 00
Cost of instruction in Evening High School	1,597 00
Cost of instruction in Evening Elementary Schools	7,308 50
Total	\$11,454 50

TEXT-BOOKS AND SUPPLIES

The following is an account of the purchases, expenditures, and distribution of books and supplies during the school year 1908-1909. It is the twenty-fourth annual report of the agent, and the twenty-fifth in a series of reports of the supply department:

Stock in storeroom July 1, 1908	\$6,509 58	
Expended from the appropriation	25,865 34	
Value of exchanges	217 45	
		\$32,592 37
Distributed to schools, officers, etc.	\$24,738 10	
Sold for cash	234 11	
		\$24,972 21
Stock on hand July 1, 1909		\$7,620 16

The purchases and expenditures appear in detail as follows:

For text-books	\$9,760 62	
Desk and reference books.	148 54	
Copy books	445 60	
Apparatus and furnishings	3,345 24	
Diplomas, \$235.31; printing, \$304.63	539 94	
Repairing books, \$426.90; tuning pianos, \$36.75	463 65	
Expressage and labor	537 62	
Miscellaneous supplies.	10,841 58	
		\$26,082 79
Less the value of exchanges		217 45
		<u>\$25,865 34</u>

The net cost of text-books and supplies is as follows:

Stock on hand July 1, 1908	\$6,509 58	
Bills paid by City Treasurer	25,865 34	
		\$32,374 92
Stock on hand July 1, 1909	\$7,620 16	
Cash paid to City Treasurer, sales and damages	754 25	
		\$8,374 41
We have, net cost of all schools and officers		<u>\$24,000 51</u>
or an average cost per pupil of \$1.551. The average cost per pupil for twenty-five years is \$1.321.		

The annual cost per pupil for text-books and supplies since the introduction of free text-books is as follows:

Year	Cost per Pupil	Year	Cost per Pupil	Year	Cost per Pupil
1885	\$1.880	1894	\$1.243	1903	\$1.306
1886	1.170	1895	1.152	1904	1.468
1887	1.051	1896	1.436	1905	1.434
1888	1.068	1897	1.094	1906	1.476
1889	0.960	1898	1.268	1907	1.620
1890	1.334	1899	1.225	1908	1.443
1891	1.248	1900	1.740	1909	1.551
1892	1.149	1901	1.203	.....	.....
1893	1.109	1902	1.400	.....	.....

The net cost of each grade of schools for text-books and supplies is as follows:

	Net Expense	Cost per Pupil				
		1909	1908	1907	1906	1905
Latin School.....	\$1,666.64	\$3.333	\$2.349	\$4.136	\$3.036	\$3.182
English High School.....	2,069.03	3.748	6.496	4.894	4.425	3.356
Manual Training School.....	6,024.98	11.198	9.077	10.723	9.679	0.014
Training School, Teachers....	1,024.11	1.504	1.328	1.127	1.126	0.964
Grammar Schools.....	3,960.04	1.257	1.128	1.315	1.343	1.258
Mixed Schools.....	5,497.43	0.924	0.835	1.156	0.981	1.153
Primary Schools.....	2,016.75	0.605	0.444	0.584	0.508	0.433
Kindergartens.....	264.39	0.345	0.582	0.353	0.494	0.637
Evening Schools.....	822.73	.....	.....	.....	.....	.....
Vacation Schools.....	19.28	.....	.....	.....	.....	.....
Special Teachers.....	65.80	.....	.....	.....	.....	.....
Officers of Board.....	47.95	.....	.....	.....	.....	.....
Miscellaneous Expenses (not chargeable to any grade)...	542.81	.....	.....	.....	.....	.....
	\$24,021.94					
Less profit on sales.....	21.43	.....	.....	.....	.....	.....
	\$24,000.51	\$1.551	\$1.443	\$1.620	\$1.476	\$1.434

GENERAL STATISTICS

POPULATION OF CAMBRIDGE.

1855	. . . . .	20,473	1885	. . . . .	59,660
1865	. . . . .	29,112	1895	. . . . .	81,643
1875	. . . . .	47,838	1905	. . . . .	97,434

SCHOOL CENSUS

Number of children in the city five years old or more, but less than fifteen.

	Boys	Girls	Total
Number in the city between five and fifteen.....	7,883	7,944	15,827
Number in the public schools between five and fifteen..	6,269	5,848	12,117
Number in the private schools between five and fifteen	1,435	1,928	2,363
Number not attending school between five and fifteen	179	168	347
Number in the city between five and six.....	817	797	1,614
Number in the city between seven and fourteen.....	5,622	5,676	11,298

SCHOOLS AND CLASSROOMS.

DECEMBER, 1909.

<i>a</i> Latin School	1	Classrooms in use	16
<i>b</i> English High School	1	“ “	14
<i>c</i> Rindge Manual Training School	1	“ “	15
<i>d</i> Grammar Schools	5	“ “	71
<i>e</i> Grammar and Primary Schools	13	“ “	156
Primary Schools	15	“ “	77
Kindergartens	16	“ “	16
Evening Industrial School	1	“ “	4
Evening Drawing Schools	2	“ “	4
Evening High School	1	“ “	11
Evening Elementary Schools	4	“ “	30
Whole number of Day Schools			51
Whole number of classrooms for Day Schools			365
Whole number of Evening Schools			8
Whole number of classrooms for Evening Schools			49

a. This school has a library, a chemical laboratory, a physical laboratory, a lecture room, a gymnasium, an assembly hall, and recitation rooms.

b. This school has an assembly hall, a lecture room, a chemical laboratory, a physical laboratory, a drawing room, and recitation rooms.

c. This school occupies three buildings and has an assembly hall, chemical and physical laboratories, drawing rooms, recitation rooms, and rooms for various kinds of shopwork.

d. Four of these schools have assembly halls.

e. Nine of these have assembly halls.

NUMBER OF TEACHERS IN THE DAY SCHOOLS.

The directors of special studies and the teachers of sewing are included in the totals.

The unassigned teachers are not included, of whom in 1905, 1906, 1907, there were four in 1908, five, and in 1909 nine.

December	Latin School	English High School	Rindge Manual Training School	Grammar Schools	Primary Schools	Kindergartens	Total
1905	24	24	22	191	144	32	447
1906	25	25	22	199	143	31	455
1907	25	26	25	199	143	31	460
1908	23	†27	24	200	141	30	454
1909	22	25	24	204	142	30	457

†Twenty-six regular teachers and one consulting teacher.

ATTENDANCE AT ALL THE DAY SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	16,381	14,606	13,550	92.8
1906	16,740	14,907	13,855	92.9
1907	16,803	14,957	13,878	92.8
1908	17,135	15,214	14,144	92.9
1909	17,431	15,465	14,414	93.2

ATTENDANCE AT THE LATIN SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	564	531	506	95.2
1906	577	530	508	95.8
1907	544	489	471	96.3
1908	547	506	487	96.2
1909	546	500	480	95.9

ATTENDANCE AT THE ENGLISH HIGH SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	595	550	525	95.5
1906	619	570	545	95.8
1907	666	594	570	95.9
1908	640	584	560	95.8
1909	633	552	529	95.7

ATTENDANCE AT THE RINDGE MANUAL TRAINING SCHOOL.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	426	396	377	95.1
1906	489	440	417	94.7
1907	475	428	409	95.6
1908	549	489	461	94.2
1909	603	538	511	95.0

ATTENDANCE AT THE GRAMMAR SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	7,457	6,713	6,331	94.3
1906	7,412	6,887	6,508	94.5
1907	7,869	7,192	6,783	94.3
1908	7,909	7,283	6,892	94.6
1909	8,191	7,500	7,124	94.9

ATTENDANCE AT THE PRIMARY SCHOOLS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	6,359	5,629	5,173	91.9
1906	6,682	5,738	5,273	91.9
1907	6,324	5,551	5,092	91.7
1908	6,562	5,653	5,171	91.5
1909	6,409	5,610	5,148	91.7

ATTENDANCE AT THE KINDERGARTENS.

Year	Number of Pupils Registered	Average Number Belonging	Average Daily Attendance	Per cent of Attendance
1905	980	787	638	81.1
1906	961	742	604	81.3
1907	925	703	553	78.7
1908	928	699	573	81.9
1909	1,049	765	622	81.3

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE LATIN SCHOOL.

Course, 5 years.

Year	Boys	Average Age	Girls	Average Age
1905	61	14 years 6 months	92	14 years 8 months
1906	67	14 years 2 months	85	14 years 2 months
1907	64	14 years 3 months	85	14 years 3 months
1908	88	14 years 2 months	71	14 years 5 months
1909	60	14 years 3 months	74	14 years 5 months

NUMBER OF PUPILS GRADUATED FROM THE LATIN SCHOOL.

Course, 5 years.

Year	Boys	Average Age	Girls	Average Age
1905	40	18 years 11 months	30	18 years 7 months
1906	27	18 years 6 months	32	18 years 8 months
1907	22	18 years 11 months	35	18 years 4 months
1908	27	18 years 8 months	35	18 years 8 months
1909	18	18 years 11 months	25	18 years 9 months

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE ENGLISH HIGH SCHOOL.

Year	Boys	Average Age	Girls	Average Age
1905	10	14 years 6 months	209	14 years 6 months
1906	17	14 years 6 months	233	14 years 11 months
1907	4	13 years 4 months	254	14 years 10 months
1908	4	13 years 3 months	256	14 years 11 months
1909	0	.....	204	14 years 8 months

NUMBER OF PUPILS GRADUATED FROM THE ENGLISH HIGH SCHOOL.

Year	Boys	Average Age	Girls	Average Age
1905	13	18 years 10 months	61	18 years 9 months
1906	7	17 years 7 months	67	18 years 5 months
1907	11	19 years 1 month	108	18 years 7 months
1908	7	17 years 10 months	67	18 years 3 months
1909	5	17 years 9 months	80	18 years 6 months

NUMBER OF PUPILS ADMITTED TO THE LOWEST GRADE OF THE RINDGE MANUAL TRAINING SCHOOL, WITH THE NUMBER OF GRADUATES.

Year	Admitted	Average Age	Graduated	Average Age
1905	199	15 years 0 months	32	18 years 7 months
1906	167	14 years 11 months	45	18 years 9 months
1907	203	15 years 0 months	33	19 years 0 months
1908	205	15 years 0 months	51	18 years 8 months
1909	208	14 years 9 months	71	18 years 9 months

NUMBER OF PUPILS GRADUATED FROM THE GRAMMAR AND PRIMARY SCHOOLS.

Year	Grammar Schools. Course, 6 years	Average Age	Primary Schools. Course, 3 years	Average Age
1905	720	14 years 10 months	1,427	9 years 6 months
1906	713	14 years 9 months	1,609	9 years 5 months
1907	735	14 years 9 months	1,467	9 years 5 months
1908	753	14 years 9 months	1,543	9 years 6 months
1909	756	14 years 9 months	1,516	9 years 5 months

LENGTH OF TIME IN COMPLETING THE COURSE OF STUDY IN THE GRAMMAR SCHOOLS.

Year	In 4 years	In 5 years	In 6 years	In 7 years or more
1905	6 per cent	28 per cent	53 per cent	13 per cent
1906	6 per cent	27 per cent	51 per cent	16 per cent
1907	6 per cent	27 per cent	50 per cent	17 per cent
1908	7 per cent	24 per cent	52 per cent	17 per cent
1909	6 per cent	21 per cent	54 per cent	19 per cent

LENGTH OF TIME IN COMPLETING THE COURSE OF STUDY IN THE PRIMARY SCHOOLS.

Year	In less than 3 years	In 3 years	In 3½ years	In 4 years	In 4½ years or more
1905	3 per cent	60 per cent	6 per cent	21 per cent	10 per cent
1906	5 per cent	58 per cent	4 per cent	25 per cent	8 per cent
1907	4 per cent	61 per cent	3 per cent	23 per cent	9 per cent
1908	5 per cent	64 per cent	3 per cent	22 per cent	6 per cent
1909	4 per cent	61 per cent	4 per cent	22 per cent	9 per cent

NUMBER OF PUPILS IN THE LATIN SCHOOL, DECEMBER, 1909.

Grade	Boys	Girls	Total	Per cent
Fourteenth.....	22	34	56	.113
Thirteenth.....	35	35	70	.141
Twelfth.....	42	63	105	.212
Eleventh.....	72	57	129	.260
Tenth.....	57	79	136	.274
Total.....	228	268	496	

NUMBER OF PUPILS IN THE ENGLISH HIGH SCHOOL, DECEMBER, 1909.

Grade	Girls		Per cent
Thirteenth.....	91	This school is for girls only. It became a girls' school, September 17, 1908.	.173
Twelfth.....	98		.184
Eleventh.....	142		.268
Tenth.....	199		.375
Total.....	530		

NUMBER OF PUPILS IN THE RINDGE MANUAL TRAINING SCHOOL, DECEMBER, 1909.

Grade	Boys		Per cent
Thirteenth.....	80	This school is for boys only. It became a part of the public school system, January 1, 1899.	.141
Twelfth.....	141		.249
Eleventh.....	163		.287
Tenth.....	183		.323
Total.....	567		

NUMBER OF PUPILS IN THE GRAMMAR SCHOOLS, DECEMBER, 1909.

Grade	Boys	Girls	Total	Per cent
Ninth.....	359	395	754	.097
D.....	53	53	106	.014
Eighth.....	471	460	931	.120
C.....	80	103	183	.024
Seventh.....	577	561	1,138	.147
Sixth.....	636	596	1,232	.159
B.....	112	113	225	.029
Fifth.....	755	651	1,406	.182
A.....	162	157	319	.041
Fourth.....	768	681	1,449	.187
Total.....	3,973	3,770	7,743	

NUMBER OF PUPILS IN THE PRIMARY SCHOOLS, DECEMBER, 1909.

Grade	Boys	Girls	Total	Per cent
Third.....	905	836	1,741	.302
Second.....	962	828	1,790	.311
First.....	1,213	1,019	2,232	.387
Total.....	3,080	2,683	5,763	

NUMBER OF PUPILS AND TEACHERS IN THE KINDERGARTENS.

Year	Boys	Girls	Total	Number of Teachers
1906	398	402	800	31
1907	404	376	780	31
1908	427	440	867	30
1909	406	390	796	30

SUMMARY

DECEMBER, 1909.

Number of pupils in the Latin School	496
Number of pupils in the English High School	530
Number of pupils in the Rindge Manual Training School	567
Number of pupils in the Grammar Schools	7,743
Number of pupils in the Primary Schools	5,763
Number of pupils in the Kindergartens	796
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Number of pupils in the public schools, December, 1909	15,895
Number of pupils in the public schools, December, 1908	16,019
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Decrease of pupils, 1909	124
Increase of pupils, 1908	439
Increase of pupils, 1907	105
Increase of pupils, 1906	111
Increase of pupils, 1905	289
Increase of pupils, 1904	140
Increase of pupils, 1903	188
Increase of pupils, 1902	253
Increase of pupils, 1901	62
Increase of pupils, 1900	332
Increase of pupils, 1899	314

REMARKS ON THE STATISTICS

The number of pupils registered in the day schools during the school year ending at noon, June 25, 1909, was 17,431, an increase over the preceding year of 296; the average number belonging was 15,465, an increase of 251, and the average daily attendance was 14,414, an increase of 270. In the per cent of attendance there was an increase of three-tenths of one per cent. The number of pupils belonging to the day schools in December, 1908, was 16,019; in December, 1909, 15,894, a decrease of 124.

The cost of instruction for the day schools for the financial year from April 1, 1909, to April 1, 1910, which includes the salaries of teachers, superintendent, supervisor, agent, secretary; clerks and truant officers, was \$389,919.31. The total cost of the day schools, which, in accordance with the statutory definition of the support of public schools, includes the cost of instruction, text-books and supplies, incidental expenses, care of truants, care of schoolhouses, the cost of fuel and light, and the transportation of pupils, was \$489,712.68.

The registration in all the evening schools for the school year from October 11, 1909 to March 23, 1910, was 2,716 and the average attendance was 1,090. The total cost of these schools which includes the cost of instruction, the cost of text-books and supplies, and the care of schoolhouses, including fuel and light, was \$14,929.85.

NUMBER OF PUPILS REGISTERED IN THE EVENING DRAWING SCHOOLS, WITH
THE AVERAGE ATTENDANCE.

	1906-1907	1907-1908	1908-1909	1909-1910
Number registered.....	193	142	157	159
Average attendance.....	84	77	74	79

NUMBER OF PUPILS REGISTERED IN THE EVENING INDUSTRIAL SCHOOL, WITH
THE AVERAGE ATTENDANCE.

	1906-1907	1907-1908	1908-1909	1909-1910
Number registered.....	92	93	98	111
Average attendance.....	51	57	56	59

NUMBER OF PUPILS REGISTERED IN THE EVENING HIGH AND ELEMENTARY
SCHOOLS, WITH THE AVERAGE ATTENDANCE.

	1906-1907	1907-1908	1908-1909	1909-1910
Number registered.....	2,367	2,742	2,525	2,446
Average attendance.....	962	1,123	1,047	952

NUMBER OF PUPILS IN THE PRIVATE SCHOOLS IN CAMBRIDGE, INCLUDING THOSE
IN THE PAROCHIAL SCHOOLS.

1904	1905	1906	1907	1908	1909
4,047	4,100	4,068	4,227	4,014	4,128

NUMBER OF AGE AND SCHOOLING CERTIFICATES ISSUED.

1904	1905	1906	1907	1908	1909
578	666	851	868	636	913
*859	*749	*1,137	*857	*538	*556

* Issued to minors over sixteen years of age.

TABULAR VIEW
Teachers in Service April 1, 1910.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
English High School			
Leslie L. Cleveland	Head Master	Williams College, A.B.	Jan. 1910
Chester M. Bliss		Amherst College, A.B., A.M.	Sept. 1907
George H. Cain		(Attended King's College)	Sept. 1909
Joseph A. Coolidge		Harvard University, A.B., A.M.	Mar. 1892
S. Myrta Abbott		Normal School and Boston School of Domestic Science	Sept. 1908
Ethel E. Carr		Radcliffe College, A.B.	Sept. 1908
Jennie M. Cilley		Maine Normal School. Boston Sloyd Training School	Sept. 1909
Caroline Close		Cambridge Training School. (Special Courses)	Nov. 1874
Bertha L. Cogswell		Boston University, A.B., A.M.	Jan. 1894
Gertrude H. Crook		Boston Univ., A.B. Radcliffe, A.M.	Sept. 1896
Mary L. Cunningham		Salem Normal School. (Courses at Radcliffe)	Sept. 1900
Grace L. Deering		Maine Seminary. (Courses abroad and at Radcliffe)	Feb. 1892
Grace E. Dennett		Radcliffe, A.M., Simmons, S.B.	Sept. 1907
Esther S. Dodge		Boston University, A.B.	Oct. 1897
Elizabeth L. Huling		Radcliffe College, A.B., A.M.	Sept. 1905
Ellen P. Huling		Radcliffe College, A.B., A.M.	Sept. 1904
Maud A. Lawson		Radcliffe College, A.B.	Sept. 1892
Henrietta E. McIntire		Radcliffe College, A.B., A.M.	Sept. 1891
Mary Moulton		(Attended Wellesley Coll. 2 yrs.)	Sept. 1890
Caroline A. Sawyer		Boston Univ., A.B. and Rad- cliffe, A.M.	Sept. 1886
Florence W. Smith	Physical Trg. Secretary	Radcliffe College, A.B.	Sept. 1897
Martha R. Smith		Boston Normal School	Jan. 1882
Delia M. Stickney		Institute of Technology, S.B.	Sept. 1888
Annie F. Stratton		Radcliffe College, A.B.	Sept. 1899
Mabel D. Watson		Radcliffe College, A.B.	Sept. 1901
Bessie W. Howard*		Normal School of Gymnastics	Jan. 1902
Martha L. Babbitt		Cambridge Training School	May 1887
Latin School			
Leslie L. Cleveland	Head Master	Williams College, A.B.	Jan. 1910
Cecil T. Derry		Harvard University, A.B., A. M.	Oct. 1905
Herbert H. Palmer		Amherst College, A.B.	Sept. 1909
John I. Phinney		Yale University, A.B.	Dec. 1897
Alfred R. Wightman		Brown Univ., A.M. and Harvard Univ., Ph.D.	Dec. 1905
Helen M. Albee		Radcliffe College, A.B., A.M.	Sept. 1885
Alice C. Baldwin		Wellesley College, A.B.	Sept. 1895
Margaret S. Bradbury		Radcliffe College, A.B.	Jan. 1902
Isabel S. Burton		(Private schools and studied abroad)	Sept. 1899
Alice D. Chamberlain		Radcliffe College, A.B.	Sept. 1900
Caroline Drew		(Private schools and studied abroad)	Oct. 1888
Elizabeth J. Fardy		Boston University, A.B.	Oct. 1909

* Teaches in Latin School also.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Latin School—Continued			
Elizabeth B. Flanders		Framingham Normal School. (Courses at Radcliffe)	Sept. 1905
Florence H. French		Radcliffe College, A.B.	Nov. 1909
Margaret J. Griffith		Radcliffe College, A.B.	Sept. 1903
Rose S. Hardwick		Smith College, A.B., A.M.	Oct. 1895
Mary C. Hardy		Smith College, A.B.	Dec. 1891
Mabel E. Harris		Radcliffe College, A.B.	Sept. 1897
Henrietta L. Kilpatrick		Royal University, A.B.	Sept. 1909
Louisa P. Parker		Westfield Normal School. (Courses at Radcliffe)	Mar. 1881
Ethel V. Sampson		Radcliffe College, A.B.	Sept. 1899
Jennie S. Spring		Smith College, A.B.	Mar. 1886
Annie S. Dodge	Secretary	Cambridge Latin School	Dec. 1892
Rindge Manual Training School			
John W. Wood, Jr.	Head Master	Harvard University, S.B.	Jan. 1899
Myra I. Ellis		Cambridge Training School. (Berlin University)	Feb. 1878
Helen W. Metcalf		Mt. Holyoke College, A.B.	Sept. 1898
Anna R. Ward		Indiana State University	Sept. 1909
Florence Waugh		Radcliffe College, A.B.	Sept. 1907
Francis L. Bain		Rindge M. T. School. (Courses in Engineering)	Nov. 1901
Otis H. Bramhall		Harvard University, A.B.	Apr. 1908
Robert W. Broderick		Boston Normal Art School	Sept. 1907
Winburn S. Cannell		Tufts College, A.B.	Sept. 1908
James F. Conlin		Harvard University, A.B., A.M.	Feb. 1905
Joseph B. Davison		Malden High School	Apr. 1909
Harrison G. Fay		Harvard University, A.B., A.M.	Sept. 1909
Evan W. Griffiths		Harvard University, A.B.	Sept. 1903
John C. Hall		Boston University, S.B.	Sept. 1908
Edward R. Markham		Wesleyan Academy. (Courses in Mech. Engineering)	Sept. 1903
Lester E. Markham		Chicopee High School. (Courses in Mech. Engineering)	Oct. 1908
James E. MacWhinnie		Harvard University, A.B.	Sept. 1901
Joseph M. Norton		Dartmouth College, A.B.	Sept. 1899
Walter B. Pope		Worcester Polytechnic Institute	Sept. 1909
Charles H. Richert		Boston Normal Art School	Dec. 1905
Frederic H. Sawyer		Harvard University, A.B., A.M.	Sept. 1908
James G. Telfer		Common Schools	June 1889
Albert L. Ware		Cambridge High School. (Me- chanical Courses.)	Aug. 1888
Howard A. Wiggin		Bates College, A.B.	Sept. 1908
Marion L. Pike	Secretary	Cambridge Latin School	Sept. 1909
Agassiz School			
Maria L. Baldwin	Prin. VII.	Cambridge High School. (Courses at Harvard)*	Sept. 1882
Agnes L. Tracy	VII.	Cambridge School High. (Rad- cliffe, 3 yrs.)	Oct. 1904
Catherine G. Kelley	VI.	Boston University, A.B.	Sept. 1908

* Attended the Cambridge Training School.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Agassiz School—Continued			
Helen G. Linehan	V.	Trinity Coll. Washington, A.B.°	Sept. 1909
Frances W. Dawson	IV.	Bradford Academy. (Special Courses)	Sept. 1902‡
Abby S. Taylor	III.	Cambridge High School. (Course at Harvard)	Dec. 1854†
Mary A. Parsons	III.-II.	Private High School. (Attended Wellesley College)°	Mar. 1891
Grace C. Stedman	I.	Cambridge High. Normal Kind.	May 1896
Boardman School			
Elizabeth J. Karcher	Prin.	Cambridge High School. (Special Courses)*	May 1881
Blanche M. Gould	III.	Colby Academy, N. H. (Boston University, 2½ yrs.)°	Oct. 1904
Malvina M. Joslin	II.	Northfield, Vt., High School	May 1891
Lucy A. Roper	II.	Salem Normal School°	Sept. 1907
Lillian M. Cuddy	II.	Salem Normal School°	Dec. 1904
Mabel E. Blake	I.	North Andover High School	Jan. 1892
Pauline R. Conant	I.	Kindergarten Normal School°	Sept. 1909
Ellen T. Carroll	I.	Kindergarten Normal School°	Sept. 1907
Cushing School			
Maude A. Deehan	Prin. II.	Portland, Me., Normal School. (Special Courses.)	Dec. 1893
Sarah C. McManama	I.	Bridgewater Normal School°	Sept. 1907
Ellis School			
Edward O. Grover	Master	Adelphian Academy. Phillips Academy. (Course at Harvard)	Jan. 1879
Nellie A. Hutchins	IX.	Cambridge High School*	Sept. 1874
Caroline L. Blake	IX.	Wheaton Seminary	Sept. 1894
Adelaide G. Bunker	Special	Bridgewater Normal School	Nov. 1902
Ernest Libby	VIII.	Bridgewater Normal. (Attended Chicago University)	Sept. 1906
Charlotte L. Griswold	VIII.	New Britain Normal School	Sept. 1894
Louise H. Griswold	VIII.	Terryville High School	Sept. 1893
Edith T. Bates	VII.	Framingham Normal School	Sept. 1909
Emma A. Faulkner	VII.	(Attended Keene, N.H., High School)	Oct. 1887
Josephine C. Wyman	VII.	Farmington, Me., Normal School	Apr. 1903
Flora C. Ingraham	VI.	Providence Normal School	Oct. 1888
Mary A. Stephenson	VI.-V	Bridgewater Normal School	Sept. 1898
Sarah W. Mendell	V.	Tabor Academy. (Attended Quincy Training School)	Feb. 1901
Ellen J. Hunt	IV.	Salem Normal School	June 1883
Felton School			
C. Florence Smith	Prin. III.	Boston Normal School. (Harvard Summer School)°	Jan. 1888
Marcia R. Bowman	II.	Framingham Normal School°	Sept. 1895
Carrie H. Smith	II.-I.	Cambridge High School*	Jan. 1875
Eleanor M. Stevens	I.	Bangor, Me., Normal School°	Oct. 1903

*Attended the Cambridge Training School.

°Attended the Wellington Training School.

‡Taught previous to this and resigned.

†Was out of school from 1901 to 1905.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Fletcher School			
George B. Colesworthy	Master	Bowdoin College, A.B., and Har- vard College, A.B.	Sept. 1903
Nellie A. Coburn	IX.	Lowell High School. (Attended Private Seminary)	Sept. 1901
Frances E. Higgins	Special	Cambridge High School	Sept. 1893 [‡]
Mary N. Flewelling	VIII.	Salem Normal School [°]	Oct. 1904
Susan L. Senter	VII.	Medway High School [°]	Sept. 1898
Mary B. Cole	VII-VI.	Radcliffe College, A.B. [°]	Sept. 1906
Emma G. Wentworth	VI.	Salem Normal School [°]	Oct. 1902
Mary A. Doran	V.	Salem Normal School [°]	Nov. 1893
Gertrude M. Webster	V.	N. H. Training School. (At- tended Normal School)	Apr. 1905
Elmira F. Hall	IV.	Cambridge High School [°]	May 1897 [‡]
Mary I. Chapin	IV.	(Attended Indiana Normal School)	Oct. 1904
Martha B. Perkins	III.	Salem Normal School	Sept. 1904
Gertrude M. Baker	III.	Radcliffe College, A.B. [°]	Sept. 1905
Marion Prescott	II.	Cambridge English High School [°]	Oct. 1898
Eva A. Taylor	II.	Cambridge High School [°]	May 1886
Mabel A. Gauthier	I.	Salem Normal School [°]	Dec. 1907
Olive I. McNulty	I.	Robinson Seminary [°]	Nov. 1905
Gannett School			
Mary A. Rady	Prin. I.	Normal School and School of Ex- pression. (Special Courses)	Sept. 1880
Gertrude T. Sullivan	III.	Salem Normal School [°]	Dec. 1902
Margaret F. Sanderson	II.	Salem Normal School [°]	Nov. 1900
Annie M. Billings	I.	Cushing Academy. (Attended Quincy Training School)	May 1893
Gore School			
Mary E. Mulloney	Prin.	Cambridge Training School. (Special Courses)	Sept. 1878
Minnie A. Doran	III.	Salem Normal School. (Special Courses) [°]	Sept. 1895
Anastasia R. Peters	III.	Newton High School. (Special Courses) [°]	Oct. 1892
Nora E. Reardon	III.	Salem Normal School [°]	Sept. 1900
Mary L. Donovan	II.	Cambridge English High School. (Salem Normal, 2 yrs.) [°]	Dec. 1905
Julia G. McHugh	II.	Salem Normal School [°]	Oct. 1894
Anna E. Callahan	I.	Salem Normal School	Sept. 1883
Catherine L. Dinneen	I.	Salem Normal School [°]	Dec. 1908
Agnes K. Geary	I.	Salem Normal School [°]	Jan. 1909
Kate A. Hegarty	I.	Coburn Classical Institute, Me. (Special Courses)	Sept. 1896
Katherine L. McElroy	Ungraded	Salem Normal School	May 1888
Harvard School			
William L. MacGregor	Master	Richmond, Me., High School. (At'nded Hyannis Normal)	Sept. 1906
Margaret B. Wellington	IX.	Wayland High School	Sept. 1868

[°] Attended the Wellington Training School.[‡] Taught previous to this and resigned.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Harvard School—Cont'd			
Estelle J. French	IX.	Cambridge High School. (Courses at Harvard)*	Sept. 1872
Hortense O. Young	IX.	Fall River High School	Sept. 1883
Annie M. Street	Special	Westfield Normal. (Attended Summer Institute)	Sept. 1889
Gertrude P. McCusker	VIII.	Salem Normal School°	Sept. 1907
Honora F. O'Brien	VIII.	Gloucester High School. (At- tended Boston Normal)	Sept. 1909
Addie L. Bartlett	VII.	Castine, Me., Normal School. (Special Courses at Harvard)	Sept. 1890
Waitie M. Nash	VII.	Bates College, Me. (Special Courses at Tufts and Rad- cliffe)	Dec. 1902
Lucy E. Sullivan	VII.	Framingham Normal School	Nov. 1909
Frances Fabyan	VI.	Cambridge High School*	Jan. 1878
Laura L. Parmenter	VI.	Cambridge Latin School. (At- tended Summer Normal)°	Sept. 1898
M. Blanche Craig	VI.	Cambridge Latin School. (Rad- cliffe, 2 yrs.)°	Sept. 1905
Margaret M. Fearn	V.	Salem Normal School°	Mar. 1897
Annie B. Lowell	V.	Portland, Me., Normal School.	Apr. 1898
Carolyn E. MacDonald	IV.	Salem Normal School°	Jan. 1909
Louise C. Patterson	IV.	Northampton High School. (College work at Harvard)	Dec. 1892
Elizabeth L. Setchell	IV.	Salem Normal School	Sept. 1888†
Houghton School			
John W. Freese	Master	Tufts College, A.B.	Oct. 1883
Blanche E. Townsend	IX.	Salem Normal School	Sept. 1900
Alice P. Fay	Special	(Attended Wellesley College)°	Sept. 1888
Winifred L. Kinsley	VIII.	Boston Normal School°	Sept. 1888†
Mary L. Ells	VIII.-VII.	Hanover Academy. School of Science, Boston	Oct. 1886
Margaret J. Penney	VII.	Cambridge High School*	Apr. 1882
Katharine F. Callahan	VI.	Salem Normal School°	Nov. 1903
Hattie Shepherd	VI.	Cambridge High School*	Sept. 1882
Katharine M. Greene	V.	Salem Normal School°	Sept. 1904
R. Emily Penney	V.	Salem Normal School	June 1893
Grace S. Beckwith	IV.	Westfield Normal School°	Sept. 1904†
Gertrude A. Kenney	IV.	Bridgewater Normal School°	Dec. 1906
Anna G. Scannell	IV.	Salem Normal School	Sept. 1905
Mary G. Snow	III.	Salem Normal School°	Sept. 1905
Margaret L. Cosgrove	II.-I	Boston Normal School°	Sept. 1909
Catherine M. Doran	II.-I	Salem Normal School°	Sept. 1904
Kelley School			
H. Warren Foss	Master	Colby College, Me., A.B.	Sept. 1904
Catharine A. McLean	IX.	Salem Normal School°	Oct. 1899
Ellen A. Kidder	Special	(Teachers' Courses and Sum- mer Courses)°	Oct. 1890
Ethel I. Murch	VIII.	Cambridge English High School. (Summer School)°	Oct. 1899
Emma J. Houlahan	VII.	Salem Normal School°	Sept. 1903

* Attended the Cambridge Training School.

° Attended the Wellington Training School.

† Taught previous to this and resigned.

† Resigned for one year and was reappointed.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Kelley School—Continued			
Esther D. Paul	VII.-VI.	Boston University, A.B.°	Oct. 1899
Julia M. Horgan	VI.	Salem Normal School°	Sept. 1908
Carrie L. Power	V.	Salem Normal School°	Oct. 1899
Maude M. Dutton	V.	Bridgewater Normal School°	Oct. 1899
Mary L. Feeny	IV.	Salem Normal School°	Sept. 1907
Margaret B. McCullough	IV.	Salem Normal School°	Sept. 1908
Alice V. Connelly	III.	Salem Normal School°	Sept. 1908
Mary E. Regan	III.	Salem Normal School°	Oct. 1899
Carrie M. Ford	II.	Truro, N.S., Normal School	Oct. 1904
Mary E. Moran	II.	Salem Normal School°	Oct. 1904
Bessie W. C. Fuller	II.-I.	(Vermont Academy, 2 yrs. Hy- annis Normal, 2 summers)	Sept. 1909
Olive L. Cook	I.	Framingham Normal School	Apr. 1905
Eva G. Oakes	I.	Warren High School. (Martha's Vineyard Summer School, 5 yrs.)	Oct. 1898
Lassell School			
Frances E. Whoriskey	Prin. II.	Cambridge Training School	Apr. 1881
Rose V. Collier	III.	Boston Normal School	Sept. 1888
Elizabeth B. Gahm	I.	Cambridge High School*	Sept. 1882
Mary E. Whoriskey	I.	Kindergarten Training School°	Sept. 1895
Lowell School			
Eusebia A. Minard	Prin. III.-II.	Truro, N. S., Normal School	Oct. 1893
Cora B. Poole	V.-IV.	Salem Normal School°	Feb. 1906
Agnes J. McElroy	I.	Salem Normal School°	Dec. 1891
Merrill School			
Louise M. Harris	Prin.	Cambridge High School. (Spe- cial Courses)*	Jan. 1876
Julia M. Davis	III.	Baltimore High School. (Mary- land Normal, 1 year)°	May 1900
Katharine Pendergast	III.	Warren High School°	Sept. 1909
Henriette E. de Rochemont	II.	Portsmouth, N.H., Normal School	Sept. 1894
Nellie F. Walker	II.	Kennebunk, Me., High School. (Attended Com. College)	Sept. 1899
Marion B. Magwire	I.	Framingham Normal School°	June 1894
Gertrude S. Thayer	I.	Salem Normal School°	Sept. 1903
Morse School			
Mary A. Townsend	Prin.	Farmington, Me., Normal School	Apr. 1882
Mary E. Towle	IX.	Westfield Normal School	Feb. 1874
Clintina E. Curtis	IX.-VIII.	Plymouth, N.H., Normal School	Dec. 1907
Ida J. Holmes	Special	Rhode Island Normal School	Sept. 1895
Mary E. Murray	VIII.	Cambridge Latin School. (Rad- cliffe, 1 year)°	Sept. 1908
Anna A. O'Connell	VII.	Bridgewater Normal School°	Sept. 1900
Florence E. Hunter	VII.-VI.	Castleton, Vt., Normal School	Feb. 1900
Elizabeth H. Richards	VI.	Robinson Seminary, N. H.°	Jan. 1899
Lucy M. Soulée	VI.-V.	Everett High School	Sept. 1893
Bertha J. Waldron	V.	Susquehanna Collegiate Insti- tute	Sept. 1904

* Attended the Cambridge Training School.

° Attended the Wellington Training School,

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Morse School—Continued			
Alice E. May	IV.	Bridgewater Normal School	Oct. 1893
Mary E. Warren	IV.	Lawrence Academy, Groton	Jan. 1902
Elizabeth J. Baldwin	III.	Boston Normal School°	Jan. 1886
Edith M. Carman	III.	Salem Normal School°	Dec. 1904
Christina R. Denyven	II.	Bridgewater Normal School°	Jan. 1888
Helen Montague	II.	Cambridge High School. (Wellesley, 2 yrs.)°	Sept. 1900
Constance E. Yeames	I.	Salem Normal School°	Jan. 1906
Grace E. Lally	I.	Boston Normal School°	Jan. 1909
Otis School			
Ellen N. Leighton	Prin.	Cambridge High School	Apr. 1880‡
Gertrude H. Glavin	III.	Bridgewater Normal School	Nov. 1909
Luella M. Marsh	III.	Cambridge High School*	Feb. 1884
Julia S. Lewis	II.	Framingham Normal School°	Nov. 1909
Margaret L. Sullivan	II.	Salem Normal School°	Oct. 1893
Frances Allen	I.	Cambridge High School*	Jan. 1873
Josephine M. Doherty	I.	Cambridge High School*	Sept. 1877
Anna N. Sullivan	I.	Boston Normal School°	Mar. 1901
Parker School			
Mary A. Knowles	Prin. III.	Howe High School, Billerica. (Special Courses)	Sept. 1897
Mattie S. Cutting	II.	(Attended Worcester Normal School)	Oct. 1898
Harriet R. Harrington	II.	St. Johnsbury Academy. (Special Courses)°	Sept. 1897
Irene FitzGerald	II.	Salem Normal School°	Sept. 1909
Agnes Marchant	I.	Mt. Holyoke Seminary. Bridgewater Normal School. (Special Courses)°	Oct. 1894
Rose M. O'Toole	I.	Fitchburg Normal School. (Post-graduate Course, 2 yrs.)	Jan. 1910
Peabody School			
H. Herbert Richardson	Master	Tufts College, A.B.	Sept. 1904
Charlotte A. Ewell	IX.	Cambridge High School	Mar. 1868
Katherine L. Carr	IX.	Postdam, N. Y., Normal School	Nov. 1901
Anna F. Bellows	Special VIII.	Lancaster Academy	Sept. 1889
Alice M. Tufts	VIII.	Salem Normal School	Sept. 1896
Isadore M. Thompson	VII.	Maine Wesleyan Seminary°	Sept. 1904
Susan C. Allison	VII.-VI.	Cambridge High School. (Attended the Boston Normal School)°	Sept. 1889
Bernice E. Bartlett	VI.	Emerson School of Oratory°	Sept. 1907
Madeleine Wood	V.	Radcliffe College, A. B.	Sept. 1907
Tina M. King	IV.	Bridgewater Normal School°	Sept. 1908
Blanche C. Trefethen	IV.	Normal Dept. Robinson Seminary°	Mar. 1895†
Anna H. Welsh	III.	(Attended Wellesley College 2 yrs.)°	Sept. 1901
Susan E. Wyeth	II.	Cambridge High School	Mar. 1869

*Attended the Cambridge Training School.

°Attended the Wellington Training School.

‡Taught previous to this and resigned.

†Resigned for one year and was reappointed.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Peabody School—Continued			
Dora Trefethen	II.	Normal Dept. Robinson Sem- inary ^o	Apr. 1899
Clara A. Goodere	I.	Fitchburg Normal School	Jan. 1910
Putnam School			
Frederick B. Thompson	Master	Bridgewater Normal School	Nov. 1894
Maude M. Mixer	IX.	Bridgewater Normal School	Sept. 1905
Eliza S. Paddack	IX.-VIII.	Nantucket High School	Sept. 1880
Grace Clark	Special	Cincinnati Normal School	Nov. 1901
Sarah M. Grieves	VIII.	Cambridge High School*	Oct. 1882
Margaret F. O'Keefe	VIII.-VII.	Salem Normal School ^o	Sept. 1900
James E. White	VII.	Bridgewater Normal School	Jan. 1906
Annie M. R. Sturtevant	VII.	Wellesley College, A.B. ^o	Dec. 1907
Nellie A. Kerrigan	VI.	Salem Normal School ^o	Oct. 1904
Anna L. P. Collins	VI.	(Attended Plymouth, N. H., Normal School)	Sept. 1893
Jane E. McKearin	VI.	Wellesley College, A.B.	Sept. 1907
Martha Chisholm	VI.-V.	Gloucester Training School	Sept. 1906
Minnie F. Wilson	V.	Salem Normal School ^o	May 1900
Mary A. Carmichael	V.-IV.	Salem Normal School ^o	Feb. 1889
Annie A. Trelegan	IV.	Salem Normal School ^o	Dec. 1891
Elsie H. Cooter	IV.	Salem Normal School ^o	Sept. 1908
Reed School			
Margaret T. Burke	Prin. II.	Salem Normal School ^o	May 1886
Elizabeth G. Nelligan	III.	(Attended Salem Normal School) ^o	Dec. 1899
Clara W. Ruggli	II.-I.	Bridgewater Normal School. (Special College Courses) ^o	Sept. 1900
Julia A. Robinson	I.	High School. (Special Courses)	Apr. 1886
Riverside School			
Elizabeth A. Tower	Prin. III.	Cambridge High School*	Dec. 1870
Mary A. Burke	II.	Salem Normal School*	Sept. 1885
Amanda M. Alger	I.	Cambridge High School*	May 1880
Hattie A. Thayer	I.	Boston Normal School ^o	Sept. 1896†
Roberts School			
W. Mortimer MacVicar	Master	Acadia College, N. S., A.M.	Sept. 1900
Sara A. Bailey	IX.	Caledonia Academy	May 1884
Caroline M. Williams	VIII.	Cambridge High School*	Sept. 1880
Gertrude A. White	VIII.-VII.	Radcliffe College, A.B.	Sept. 1906
Arthur S. Townsend	VII.	Brown University, Ph.B.	Nov. 1909
Ida G. Smith	VII.	(Attended Private High School)	Jan. 1875
Susan M. Adams	VI.	Maine Normal School	Sept. 1888
Evelyn B. Kenney	VI.	Maine Normal School	Nov. 1886
Ada M. Litchfield	VI.	Boston Normal School ^o	May 1891
Rose A. Murray	V.	Trenton, N. J., Normal School	Sept. 1906
Mary M. Brigham	V.	Winchendon High School	Apr. 1882
Mary E. Quirk	V.	Salem Normal School ^o	Dec. 1909
Mary P. Blair	IV.	(Attended Park College)	Sept. 1882
Elizabeth M. Breslin	IV.	Salem Normal School ^o	Mar. 1902
Sarah E. Magurn	IV.	Framingham Normal School ^o	Sept. 1907

* Attended the Cambridge Training School.

^o Attended the Wellington Training School.

† Taught previous to this and resigned.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Roberts School—Continued			
Marjorie H. Lenox	III.	Salem Normal School°	Sept. 1906
Lucy S. Carter	III.	Lowell Normal School	Apr. 1910
Russell School			
Arthur C. Wadsworth	Master	Harvard Univ., B.S. Wooster, Ohio, Univ., A.M., Ph.D.	Sept. 1897
Mary S. Bingham	IX.	Salem Normal School. (Special work at Radcliffe)	Sept. 1904
Louise I. MacWhinnie	IX.-VIII.	Cambridge Latin School. (Spe- cial work at Radcliffe and Boston Univ.)°	Sept. 1903
Fannie P. Browning	VIII.	Fitchburg High School	Sept. 1880
Helen M. Westgate	VII.	Bridgewater Normal School	Nov. 1909
Ida J. Mahoney	VII.	Framingham Normal School°	Apr. 1903
Faith Foxcroft	VI.	Mt. Holyoke College, B.A.°	Nov. 1905
Adelaide D. Billings	V.	Bridgewater Normal School	Sept. 1907‡
H. Maud Maclean	V.	University of N. B., B.A.°	Mar. 1896
Josephine F. Rowe	IV.	Salem Normal School°	Mar. 1909
Mary E. Sullivan	III.	Salem Normal School°	Feb. 1909
Carrie J. Allison	I.	Cambridge High School. (Pri- vate School)°	Sept. 1896
Shepard School			
Evelyn J. Locke	Prin.	High School. (Attended Boston Training School)	Jan. 1880
Alice M. Gage	VII.	High School. (Mt. Holyoke College, 2 yrs.)	Mar. 1899
Mary F. Calnane	VI.	Salem Normal School	Dec. 1896
Florence M. Dudley	VI.	Salem Normal School°	Dec. 1897
Dora Leadbetter	V.	Framingham Normal School. (Courses at Harvard)	Sept. 1906
Theresa H. Mahoney	V.	Framingham Normal School°	Sept. 1898
Nettie I. Haff	IV.	Salem Normal School°	Sept. 1906
Elizabeth J. O'Keefe	IV.	Kindergarten Normal School°	Oct. 1905
Anna E. Welch	IV.	Salem Normal School°	Sept. 1904
Mary M. Gilman	III.	High School	Jan. 1883
Ellen T. O'Keefe	III.	Boston Normal School°	Sept. 1903
Sleeper School			
A. Estelle Ingraham	Prin.	Boston Normal School. (Special Courses)	Jan. 1883
Mary A. Macklin	VI.	Salem Normal School°	Dec. 1902
Melissa M. Lloyd	V.	High School	Sept. 1893‡
Evelyn M. Dormer	IV.	Salem Normal School°	Dec. 1897
Butella E. L. Conland	III.	Normal School	Dec. 1898
Elizabeth O. Haynes	II.	Normal Dept. of Robinson Sem- inary, N. H.°	Nov. 1900
Helena Murphy	II.-I.	Salem Normal School°	Mar. 1908
Jennie B. Ross	I.	Salem Normal School°	Sept. 1903
Tarbell School			
Josephine Day	Prin. III.	Farmington, Me., Normal School°	Sept. 1897
Millie A. Isaac	II.	Salem Normal School°	Sept. 1909

* Attended the Cambridge Training School.

° Attended the Wellington Training School.

‡ Taught previous to this and resigned.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Tarbell School—Continued			
Carrie P. Pierce	II.-I.	Gloucester High School. (Salem Normal, one year. Special Courses)°	Oct. 1890
Helene M. Seils	I.	Salem Normal School°	Sept. 1909
Taylor School			
Ella R. Avery	Prin.	Cambridge High School. (Special Courses)	Apr. 1881‡
Mary A. Boland	V.	Salem Normal School°	Jan. 1898
Emma M. Goodwin	IV.	Farmington, Me., Normal School	Apr. 1910
Alice G. Dacey	IV.	Salem Normal School°	Jan. 1909
Lillian W. Davis	III.	Maryland Normal School°	Dec. 1902
Alice V. Carmichael	II.	Salem Normal School°	Mar. 1908
Mary A. Maguire	II.	Lowell Normal School°	Sept. 1903
Emily M. Dowd	I.	Lowell Normal School°	Nov. 1905
Annie A. Rea	I.	Castine, Me., Normal School	Sept. 1909
Winifred B. Goodwillie	Ungraded	Salem Normal School°	Mar. 1906
Thorndike School			
James Dugan	Master	Amherst College, A.B.	Jan. 1910
Harriet A. Townsend	IX.	Framingham Normal School	Sept. 1887
Lydia A. Whitcher	IX.-VIII.	Tilton Seminary	Sept. 1869
Ellen M. Plympton	VIII.	Salem Normal School	Sept. 1898‡
Mabel A. Short	VII.	Smith College, A.B.°	Dec. 1904
Laura S. Westcott	VII.	Boston Normal School	Sept. 1884
Jennie W. Cronin	VI.	Boston Normal School°	Oct. 1902
Lillian H. Kenney	VI.	Salem Normal School°	Mar. 1901
Grace W. Fletcher	V.	Cambridge High School*	Feb. 1874
Eva M. Bousquet	V.	Salem Normal School°	Sept. 1909
Flora E. Cooter	IV.	Salem Normal School°	Sept. 1902
Ethel M. MacLeod	IV.	Radcliffe College, A.B.°	Mar. 1906
Mallie J. Floyd	IV.	Boston High School	Sept. 1909
Webster School			
John D. Billings	Master	Bridgewater Normal School	Sept. 1872
Alice C. Phinney	IX.	(Attended Bridgewater Normal School)	Oct. 1881
Martha N. Hanson	IX.	(Attended N.H. Normal School)	Mar. 1890
Ada A. Billings	Special	Bridgewater Normal School	Sept. 1889
Charlotte M. Chase	VIII.	Cambridge Training School	Sept. 1873
Harriette E. Shepard	VIII.	Salem Normal School°	Oct. 1890
James H. Armstrong	VII.	Harvard College, A.M.	Sept. 1909
Josephine Hills	VII.	Framingham Normal School	Sept. 1893
Carolyn E. Mann	VII.	(Attended Smith College)	Sept. 1906
Gertrude B. Duffy	VI.	Salem Normal School°	Apr. 1902
Nora P. Nason	VI.	Gorham, Me., Normal School	Dec. 1906
Minnie V. Reid	VI.	Boston Normal School°	Sept. 1888
Olive L. Slater	VI.	Westfield Normal School	Sept. 1899
Mabel T. Ashley	V.	Framingham Normal School	Sept. 1896
Fanny F. Curtis	V.	Bridgewater Normal School	Mar. 1898
Alice M. Colbert	V.-IV.	Boston Normal School°	Sept. 1909
Fanny M. Field	IV.	Bridgewater Normal School	Sept. 1909

* Attended the Cambridge Training School.

° Attended the Wellington Training School.

‡ Taught previous to this and resigned.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
Webster School—Continued			
Gertrude I. Johnson	IV.	Worcester Normal School	Sept. 1901
Susan I. Downs	IV.	High School	Mar. 1886
Wellington School			
Herbert H. Bates	Master	Westfield Normal School	Oct. 1883
Mary I. Vinton	Supervisor	Salem Normal School	Mar. 1881
Margaret Kidd	Supervisor	Cambridge High School*	Sept. 1880
Sarah J. Gunnison	Supervisor	Cambridge High School*	Sept. 1880
Carrie H. Stevens	IX.	Farmington, Me., Normal School	Nov. 1894
Grace F. Chamberlain	VIII.	Framingham Normal School,	Apr. 1903
Nina L. Kendall	VIII.	Randolph, Vt., Normal School	Sept. 1909
Marion B. Alley	VII.	Radcliffe College, A.B.°	Sept. 1909
Eleanor E. O'Brien	VII.	Salem Normal School°	Sept. 1909
Ellen A. Sullivan	Clerk	Salem Normal School°	Sept. 1905
Willard School			
Katharine E. Hayes	Prin.	Framingham Normal School	Sept. 1902
Mary E. G. Harrington	III.	Cambridge High School*	Apr. 1881
Alice Martin	III.	Teachers' Coll., Columbia Univ.	Apr. 1910
Elizabeth D. Watson	III.	High School. (Course at Bos- ton University)	Sept. 1888‡
Annie M. Sands	III.-II.	Bridgewater Normal School°	Nov. 1905
Elizabeth M. Crowley	II.	Salem Normal School°	Dec. 1901
Katherine M. Lowell	II.	High School	Sept. 1868
Grace R. Woodward	II.	Cambridge High School*	Oct. 1874
Agalena Aldrich	I.	Cushing Academy. (Wellesley College, 2 yrs.)°	Sept. 1901
Mary A. Flynn	I.	Framingham Normal School	Feb. 1910
Ella F. Gulliver	I.	Eastern Normal School, Me.	Apr. 1886
Agnes L. Moran	I.	Salem Normal School°	Sept. 1909
Wyman School			
Addie M. Bettinson	Prin. II.	Cambridge High School*	Feb. 1872
Katherine L. Dolan	II.	Salem Normal School°	Nov. 1898
Mary H. Brooks	I.	Bridgewater Normal School°	Sept. 1898
Genevieve S. Flint	I.	Worcester Normal School°	Nov. 1892
Mary E. Mullins	I.	Salem Normal School°	Sept. 1903
Fresh-Air School			
Anna P. Butler	Prin.	Trinity Coll., Washington, A.B.°	Sept. 1909
KINDERGARTENS			
Boardman			
Florence Rice	Prin.	Kind. Training School. (Rad- cliffe College, 2 yrs.)	Sept. 1899
Dorothea Cutler	Asst.	Kind. Training School°	Sept. 1909
Corlett			
Annie M. Dodd	Prin.	Kind. Training School	Sept. 1897
Frances W. Roberts	Asst.	Kind. Training School	Feb. 1905

* Attended the Cambridge Training School.

° Attended the Wellington Training School.

‡ Taught previous to this and resigned.

TABULAR VIEW—Continued.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
KINDERGARTENS—Cont'd			
Gannett			
Carrie E. Shepherd	Asst.	Kind. Training School. (Spe- cial Courses)	Sept. 1897
Gore			
Selma E. Berthold*	Prin.	Kind. Training School	Sept. 1889
Annie L. Crane	Act. Prin.	Kind. Training School	Dec. 1904
Enid J. Cutter	Asst.	Kind. Training School ^o	Sept. 1909
Houghton			
Edith L. Lesley	Prin.	Kind. Training School	Sept. 1897
Olive M. Lesley	Asst.	Kind. Training School	Mar. 1899
Lowell			
Melinda Gates	Prin.	Kind. Training School. (Ber- litz School)	Sept. 1889
Merrill			
Caroline A. Leighton	Prin.	Kind. Training School. (Spe- cial Courses)	Sept. 1896
Ethel M. Halliday	Asst.	Kind. Training School	Sept. 1906
Parker			
Leonice S. Morse*	Prin.	Kind. Training School	Dec. 1897
Ida E. Ward	Act. Prin.	Kind. Training School ^o	Sept. 1905
Ruth L. Pike	Asst.	Kind. Training School ^o	Sept. 1909
Peabody			
Julia L. Frame	Prin.	Kind. Training School. (Post- graduate Courses)	Nov. 1898
Irene L. Phelps	Asst.	Kind. Training School ^o	Apr. 1904
Shaw			
Harriette E. Ryan	Prin.	Kind. Training School. (Post- graduate Courses)	Sept. 1889
Ivy M. Ranney	Asst.	Kind. Training School ^o	Sept. 1908
Sleeper			
Mabel S. Adams	Prin.	Kind. Training School	Oct. 1893
Lillian A. Scranton	Asst.	Kind. Training School ^o	Sept. 1908
Taylor			
Mary F. Leland	Prin.	Kind. Training School	Mar. 1896
Anna D. Francis	Asst.	Kind. Training School ^o	Jan. 1906
Wellington			
Gertrude M. Gove	Prin.	Kind. Training School	May 1893
Carita B. Dickson	Asst.	Kind. Training School	Apr. 1907
Willard, A. M.			
Alice V. McIntire	Prin.	Kind. Training School	Sept. 1897
Marion L. Akerman	Asst.	Kind. Training School	Apr. 1900

^o Attended the Wellington Training School.

* On leave of absence for study or travel in accordance with the Rules of the School Committee.

TABULAR VIEW—Concluded.

Schools and Teachers	Grade	Where Graduated Highest Institution (Also other Courses)	Date of Appoint- ment
KINDERGARTENS—Cont'd			
Willard, P. M.			
Jennie S. Clough	Prin.	Kind. Training School	Sept. 1897
Eva C. Katon	Asst.	Kind. Training School	Dec. 1903
Wyman			
Clara A. Hall	Prin.	Kind. Training School. (Spe- cial Courses)	May 1892
Mary E. Valpey	Asst.	Kind. Training School	Jan. 1907
Music			
Frederick E. Chapman	Director	(Attended Courses at Harvard)	Jan. 1891
Annie R. Hooper	Assistant	Robinson Seminary. (Attended Boston Conserv. of Music)	Jan. 1907
Drawing			
Peter Roos	Director	(Courses in Sweden and in the Normal Art School)	Oct. 1896
Lucia N. Jennison	Assistant	Worcester Normal School. Normal Art School	Dec. 1893

Teachers of Sloyd.....Harold E. Mason

Clarence L. Mosher

Teachers of Sewing.....Agnes Gordon, Director

Katharine A. Burke

Nancy T. Dawe

Alice H. Nay

Permanent Substitute.....Mary A. Driscoll

Unassigned Teachers.....Emma A. Scudder, High School

Annie B. Josselyn, Grammar Schools

Emily R. Pitkin " "

Sally N. Chamberlain, Primary Schools

Ellen A. Cheney " "

Georgianna P. Dutcher " "

M. Elizabeth Evans " "

Frances E. Pendexter " "

Mary E. Sawyer " "

Master Emeritus, Latin School.....William F. Bradbury

Master Emeritus, Thorndike School.....Ruel H. Fletcher

Superintendent of Schools.....Frank E. Parlin

Supervisor of Primary Schools.....Mary E. Lewis

Agent and Secretary.....Sanford B. Hubbard

Clerks.....Constantine J. Church

Althea B. Frost

Sadie E. Kimball

Porter.....John H. Lemon

Truant Officers.....Lucian S. Cabot

John Carmichael

William H. Porter

Thomas F. Riley

SALARIES OF TEACHERS AND SCHOOL OFFICERS.

LATIN SCHOOL AND ENGLISH HIGH SCHOOL.

Head Masters	\$3,000 00
Masters	2,000 00
Masters' Assistants	1,200 00
Teachers, first year	700 00
with an annual increase of \$50 until \$950, the maximum, is reached.	
Assistant Teachers, first year	500 00
“ “ second year and each succeeding year.	600 00

RINDGE MANUAL TRAINING SCHOOL.

Head Master	\$3,000 00
Master's Assistant	1,300 00
Teachers' salaries range from \$900 to \$1,500.	

WELLINGTON TRAINING SCHOOL.

Master	\$2,800 00
Supervising Teachers (three), first year	900 00
“ “ second year and each succeeding year	1,000 00
Master's Assistant, first year	800 00
“ “ second year and each succeeding year.	900 00
Teachers of the eighth grade	700 00
“ of the seventh grade	450 00
“ in the training class from \$200 to \$450.	

GRAMMAR AND PRIMARY SCHOOLS AND KINDERGARTENS.

Masters of grammar schools, maximum.	\$2,300 00
Sub-masters, first year	1,000 00
with an annual increase of \$100 until \$1,400, the maximum, is reached.	
Masters' Assistants, first year	800 00
“ “ second year and each succeeding year	900 00
Teachers of the ninth grade, first year	750 00
“ “ “ second year and each succeeding year	800 00
Special teachers in grammar schools, first year	700 00
“ “ “ “ “ second year and each succeeding year	750 00
Principals of primary schools, first year	700 00
“ “ “ “ “ second year and each succeeding year	750 00
with five dollars additional for each room under her supervision.	
Teachers of grammar and primary schools and of kindergartens, first year	450 00
with an annual increase of \$50 until \$700 is reached.	
Assistant Teachers of grammar and primary schools and of kindergartens, first year	450 00
with an annual increase of \$50 until \$600 is reached.	

SUBSTITUTES.

The pay of a substitute teacher in a high school, who is employed temporarily, is \$2.50 a day; if employed one month or more it is at the rate of \$500, \$600, or \$700 a year, the sum to be determined by the superintendent, who shall consider the experience of the teacher and the position to be filled, in fixing the sum.

The pay of a teacher who is employed temporarily as a substitute in a grammar school, a primary school, or a kindergarten, is \$1,00 a session; if employed one month or more, it is at the rate of \$450 a year.

SPECIAL TEACHERS AND OFFICERS.

Director of Music	\$2,000 00
Assistant Teacher in Music	850 00
Director of Drawing	2,000 00
Assistant Teacher in Drawing	850 00
Instructor in Physical Training in the High Schools	950 00
Director of Sewing	700 00
Teachers of Sewing	650 00
Superintendent of Schools	3,500 00
Supervisor of Primary Schools	1,350 00
Agent of the School Committee	2,450 00
Truant officers (four are employed)	1,000 00
Secretary of the School Committee	400 00
Secretary and Librarian of the Latin School	650 00
Secretary and Librarian of the English High School	650 00
Secretary and Librarian of the Rindge Manual Training School	650 00

EVENING SCHOOLS.

Principal of High School	per evening	\$4 00
Principal of Elementary Schools	" "	3 00
Teachers in Drawing Schools	" "	3 00
Teachers in High School	" "	2 00
Teachers in Elementary Schools	" "	1 50

CHANGES IN TEXT-BOOKS.

The following books have been adopted by the Board during the year from April 1, 1909 to April 1, 1910:

FOR THE RINDGE MANUAL TRAINING SCHOOL. Cuentos Castellanos, (A Spanish Reader); Schoch's Introduction to Geometry in place of Bradbury's Elementary Geometry.

FOR THE HIGH SCHOOLS. Chardenal's Complete French Course, Revised Edition, in place of the old edition; Baker and Inglis's Latin Prose Composition; Pearson's Latin Prose Composition; Gregg's Speed Practice; Marianela, (A Spanish Reader); Willkommen in Deutschland; Young's Astronomy, Revised Edition, in place of the old edition.

FOR THE EVENING SCHOOLS. English for Foreigners, by Sara R. O'Brien.

FOR THE GRAMMAR AND PRIMARY SCHOOLS. The Quincy Word List, by Frank E. Parlin, in place of Harrington's Speller; an elementary Reading Course, as follows:

GRADE I.

Aldine Primer	Spaulding and Bryce
Aldine First Reader	Spaulding and Bryce

The Beginners' Primer.....	Bryce
Child Life Primer.....	Blaisdell
The Beginners' First Reader.....	Bryce
Child Life First Reader	Blaisdell
Stickney's First Reader.....	
Hiawatha Primer.....	Holbrook
The Tree Dwellers.....	Dopp
Mother Goose Nursery Rhymes.....	Welsh
Reynard the Fox.....	Smythe
Six Nursery Classics.....	O'Shea

GRADE II.

Hiawatha Primer.....	Holbrook
Aldine Second Reader.....	Spaulding and Bryce
Child Life Second Reader.....	Blaisdell
Stickney's Second Reader.....	
Heart of Oak Books, Book I.....	Norton
The Early Cave Men.....	Dopp
Fairy Stories and Fables.....	Baldwin
Nature Myths.....	Holbrook
Perrault's The Tales of Mother Goose.....	O'Shea
Old World Wonder Stories.....	O'Shea
Around the World, Book I.....	Carroll
Mother Goose Village.....	Bigham

GRADE III.

Aldine Third Reader.....	Spaulding and Bryce
Child Life Third Reader.....	Blaisdell
Stickney's Third Reader.....	
Fables and Folk Stories.....	Scudder
Hans Andersen's Stories.....	Andersen
In the Days of Giants.....	Brown
Old Greek Stories.....	Baldwin
The Later Cave Men.....	Dopp
The Adventures of a Brownie.....	Mulock
Big People and Little People, etc.....	Shaw
German Household Tales.....	Grimm
Stories of Great Americans for Little Americans..	Eggleston

GRADE IV.

Herakles.....	Burt
Song of Hiawatha.....	Longfellow
Stories of Long Ago.....	Kupfer
Fifty Famous Stories Retold.....	Baldwin
Northland Heroes.....	Holbrook
Black Beauty.....	Sewall
Discoverers and Explorers.....	Shaw
Alice in Wonderland.....	Carroll
The King of the Golden River.....	Ruskin
Arabian Nights.....	
Stories of American Life and Adventure.....	Eggleston

GRADE V.

Odysseus, The Hero of Ithaca.....	Burt
Old Norse Stories.....	Bradish
The Children's Hour.....	Longfellow
Jackanapes and Brownies.....	Ewing
The Book of Legends.....	Scudder

A Wonder Book.....	Hawthorne
Through the Looking Glass.....	Carroll
Child Life in Poetry and Prose.....	Whittier
The Children of the Cold.....	Schwatka
Robinson Crusoe.....	DeFoe
Boy Life.....	Howells

GRADE VI.

The Story of the Greeks.....	Guerber
Gulliver's Travels.....	Swift
Swiss Family Robinson.....	Wyss
Tanglewood Tales.....	Hawthorne
The Little Lame Prince.....	Craik
King Arthur Stories from Malory.....	
The Story of the English.....	Guerber
Grandmother's Story of Bunker Hill.....	Holmes
A Dog of Flanders, and the Nürnberg Stove.....	Ouida
Heidi.....	Spyri

GRADE VII.

William Tell.....	McMurry
The Story of the Romans.....	Guerber
Christmas Carol, etc.....	Dickens
Grandfather's Chair.....	Hawthorne.
Tales from Shakespeare.....	Lamb
Birds and Bees.....	Burroughs
The Courtship of Miles Standish.....	Longfellow
Hans Brinker.....	Dodge

GRADE VIII.

Evangeline.....	Longfellow
Tales of a Wayside Inn.....	Longfellow
Snow-Bound.....	Whittier
Tales of the White Hills, etc.....	Hawthorne
The Man Without a Country.....	Hale
The Merchant of Venice.....	Shakespeare
Tom Brown's School Days.....	Hughes
The Sketch Book.....	Irving
The Perfect Tribute.....	Andrews

GRADE IX.

Julius Caesar.....	Shakespeare
Kidnapped.....	Stevenson
The Deerslayer.....	Cooper
Autobiography.....	Franklin
The Talisman.....	Scott
Plutarch's Lives.....	
Afoot and Afloat.....	Burroughs

SCHOOL COMMITTEE

1910-1911

PROFESSOR JOSEPH H. BEALE, LL. D., *President*

*PROFESSOR JOSEPH H. BEALE, 29 Chauncy Street

MR. FRED A. McMENIMEN, 100 Winter Street

J. HENRY RUSSELL, ESQ., 176 Hancock Street

*JAMES B. VALLELY, ESQ., 9½ Roseland Street

MRS. FLORENCE LEE WHITMAN, 23 Everett Street

SANFORD B. HUBBARD, *Secretary and Agent*

Regular meetings of the School Committee are held on alternate Fridays, at eight o'clock P. M.

SUPERINTENDENT OF SCHOOLS

OFFICE, CITY HALL

FRANK EDSON PARLIN 3 Forest Park

OFFICE HOURS

Office open: From 8 o'clock A. M. to 5 o'clock P. M., every week day except Saturday; Saturday, from 8 o'clock A. M. to 12 o'clock M.

Superintendent's hours: Regularly from 4 to 5 o'clock P. M., every school day except Wednesday. Usually from 8.30 to 9.30 o'clock A. M.

* Elected at large.

SCHOOL CALENDAR

1910.

The Winter Term: January 3 to March 24.

The Spring Term: April 4 to June 24.

The Fall Term: September 7 to December 23.

1911.

The Winter Term: January 3 to March 24.

SCHOOL HOLIDAYS

Thanksgiving Day, with the preceding day and the day following; the twenty-second of February; Good Friday; the nineteenth of April; Memorial Day; the seventeenth of June; Columbus Day, the twelfth of October; and in addition to these, for the high schools, Commencement Day at Harvard College.

UNIVERSITY OF ILLINOIS-URBANA

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Annual report of the School Committee an



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